Higher Education Act
Title II

Reporting Reference and User Manual

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Part I: Overview of HEA Title II Reporting Requirements

A.   **Introduction**

In October 1998, Congress voiced its concern for the quality of teacher preparation by enacting Title II of the *Higher Education Act* (HEA). Title II authorizes federal grant programs that support the efforts of states, institutions of higher education and their school district partners to improve the recruitment, preparation and support of new teachers. Title II also includes accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Sections 207 and 208 of the statute are provided in Appendix A.

Section 207 of HEA Title II requires reports from two groups:

(1) <u>Institutions of higher education (IHE) that conduct teacher preparation programs enrolling students who receive federal assistance under Title IV of the HEA</u>. A *teacher preparation program* is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. (See Appendix B, Glossary.) The law requires institutions to submit timely and accurate reports or risk a fine of up to $25,000.

(2) <u>States that receive HEA funds</u>. The term "state" includes the 50 states, the District of Columbia, Puerto Rico and the insular areas. (See Appendix B, Glossary.) States must submit the reports as a condition of receiving HEA funding. NOTE: The manual uses the terms "state" and "state agency" interchangeably to refer to the part of the state government that has responsibility for establishing procedures to implement the Title II HEA reporting requirements.

States and institutions must report on all of the items on the questionnaires, using the definitions and methods for calculating pass rates and other statistics developed by the U.S. Department of Education (ED). States may choose to collect information from institutions using either the standard questionnaire or another reporting format—as long as the institutions and states include, at a minimum, the information requested on the standard questionnaire. If states choose to design their own reporting formats, they are encouraged to do so through collaboration with their institutions and through the use of standardized spreadsheets or reports that minimize the burden on institutions.

States have the central coordinating role in the Title II system of institutional and state reporting, so they must be responsible for promoting public confidence in the information that institutions and they report. Thus to the extent possible, states and institutions must ensure that the data provided in their reports are complete and accurate and conform to the definitions in the manual.

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This section provides a general overview of HEA Title II reporting for institutions and states, including reporting requirements and cycles, key definitions and guidance on how pass rates should be generated.

B.   Reporting Requirements—Institutions

Section 207(f) requires each institution to report annually on:

- How well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization;
- Basic aspects of its program, such as number of students, amount of required supervised practice teaching and the student-faculty ratio in supervised practice teaching; and
- Whether it is classified by the state as "low-performing."

A copy of the Institutional Survey is provided in Appendix C.

C.   Reporting Requirements—States

Section 207(b) requires each state to report annually on:

- Its licensing and certification requirements (including cut scores on required examinations);
- Descriptions of alternative routes by which individuals may become teachers;
- The percentage of teaching candidates who passed certification or licensure assessments—statewide, for each institution and for each alternative route to certification;
- Information on the use of waivers of certification or licensure requirements and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas;
- State criteria for assessing the performance of institutions' teacher preparation programs; and
- Other areas that bear on the overall quality of new teachers.

Appendix D contains the State Survey.

The data that states and institutions will provide annually represent one way we can begin to measure the success of teacher education programs and state efforts to improve teacher quality. It is ED's hope, and the desire of Congress, that institutions and states use the reports in meaningful ways to improve teacher education in America.

D.   Reporting Cycles

Section 207 of Title II requires the annual preparation and submission of three reports on teacher preparation and licensing: one from institutions to states, a second from states to the U.S. Secretary of Education and a third from the Secretary to Congress and the public. Table I.D.1 shows the due dates for each of the three reports by reporting year.

Table I.D.1. Reporting deadlines for the institutional, state and Secretary's reports: 2006-07 through 2008-09

Reporting year	Institutional report	State report	Secretary's report
2006-07	April 7, 2006	October 10, 2006	April 9, 2007
2007-08	April 9, 2007	October 9, 2007	April 7, 2008
2008-09	April 7, 2008	October 7, 2008	April 7, 2009

The surveys use elements from different points in time. For example, certification requirements are based on the most current information available, while the pass rates are based on an academic year. We have included a reference table (see Table I.D.2) that shows each survey section and the corresponding data collection year/cycle.

E.   Key Definitions

States and institutions need to understand several key definitions in order to complete their annual reports accurately.

- *Teacher Preparation Program:* A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state. Also, it may be within or outside an IHE.

  In applying this definition, states and institutions may *not* determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript or other proof of having met the program's requirements.

  For purposes of reporting under the Act, if an institution operates more than one state-defined regular teacher preparation program, the institution's multiple programs must be regarded as a single program.

Table I.D.2. Data collection year/cycle

Section	Page(s)	Item	Reporting year		
			2006-07	**2007-08**	**2008-09**
I.a. – I.d.	48-53	Description of certification/licenses	Most current state regulations	Most current state regulations	Most current state regulations
I.e.	53-55	Specific assessment requirements	Academic year 2004-2005	Academic year 2005-2006	Academic year 2006-2007
I.f.	55	Provisions for persons teaching without full certification/licensure	Most current state regulations	Most current state regulations	Most current state regulations
II	55-58	State standards	Most current state regulations/policies	Most current state regulations/policies	Most current state regulations/policies
III	58-64	Institutional and state pass rates	Academic year 2004-05	Academic year 2005-06	Academic year 2006-07
			Updates for academic year 2001-02	Updates for academic year 2002-03	Updates for academic year 2003-04
IV	65	Description for assessing performance of teacher preparation programs	Most current state regulations/policies	Most current state regulations/policies	Most current state regulations/policies
V	65	Low performing	Most current review cycle	Most current review cycle	Most current review cycle
VI	66	Waivers	School year 2005-06	School year 2006-07	School year 2007-08
VII.a. – VII.b.	67	Alternative route programs	Most current state regulations/policies	Most current state regulations/policies	Most current state regulations/policies
VII.c.	68-70	Alternative route pass rates	Academic year 2004-05	Academic year 2005-06	Academic year 2006-07
			Updates for academic year 2001-02	Updates for academic year 2002-03	Updates for academic year 2003-04

- *Program Completer:* A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

- *Alternative Route to Certification or Licensure:* As defined by the state.

- *Regular Teacher Preparation Program:* Any teacher preparation program that is not an alternative route to initial certification or licensure.

- *Waiver:* Any temporary, provisional or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state. Those teachers participating in alternate routes who meet the criteria for being highly qualified under the *No Child Left Behind Act* are excluded from being counted as on a waiver (see definition of *Highly Qualified Teachers in Alternate Routes*). Also excluded are those teachers who are short- or long-term substitute teachers (as defined by the state); but, included are those who are regular full-time or part-time classroom teachers.

F.   Pass Rates

States and institutions must collect and report pass rate data in a uniform manner. Such data are to be calculated using the following procedures.

- *Report pass rates annually.* Institutions report pass rate data to states in April of each year. States, in turn, report the institutional and state pass rates to ED annually in October. See Table I.D.1 for a summary of reporting deadlines

- *Set the academic year and test closure date for each cohort of program completers.* Working in collaboration, states and institutions need to set a test closure date for each cohort of program completers. The date should be the same for all institutions within a state.

- *Institutions and states report annually on two cohorts.* Every institutional report (and the portion of every state report containing institutional pass rates) will include both pass rates on the most recent cohort of completers and updated pass rates on the cohort that finished the program 3 years earlier. This same sequence applies to the state's reporting of pass rates of cohorts that complete alternative routes to certification and licensure and regular programs outside of IHEs. Table I.D.3 illustrates this pattern:

Table I.D.3: Sequence of pass rate reporting

Report year	Cohort of 2004-05	Cohort of 2005-06	Cohort of 2006-07	Cohort of 2007-2008
2005-06	Pass rates			
2006-07		Pass rates		
2007-08			Pass rates	
2008-09				Pass rates
2009-10	Updates			
2010-11		Updates		
2011-12			Updates	
2012-13				Updates

This form of updating pass rate data conforms to requirements of section 207 of Title II. It is needed so that the cohort's pass rates on certification or licensure examinations reflect the scores of program completers who took the examination within the initial testing period and program completers who took the examination after test closure.

- *Pass rates must be calculated for all tests that are used by the state for initial teacher certification or licensure.* Testing companies or states will need to collect a comprehensive list of all certificates or licenses (for areas of specialization approved by the state) for the cohort year, the requirements and cut scores for certificates or licenses and the teacher preparation programs and the certificates or licenses for which they are approved to be able to calculate and report pass rates for cohorts of regular and alternative route program completers.

- *The tests and cut scores used to determine pass rates must be valid for the initial certification of each individual program completer as of the test closure date.* States change their test requirements from time to time, and individuals within a particular cohort may have taken the same tests under different cut-score requirements. Some states "grandfather in" (and so count as a "pass" when they calculate the cohort pass rate) completers who previously passed a test with a score below the current cut score or who passed a different test. Other states do not. It is up to the state to determine the tests and cut scores that it considers valid for an individual at the time of the test closure date for his or her cohort. Pass rates must be based on these valid tests and cut scores.

- *Pass rates will likely be calculated either by testing companies or by states that have test files.* The rates will be reported for each academic year's cohort of program completers for tests related to the completer's area of specialization. These tests must have been taken not more than 5 years before program completion (or up to 3 years afterwards) and must be valid for the individual completer as of the test closure date. In cases where a completer has taken the same test more than once, the result of the test on which the completer attained the highest score is to be used.

- *Pass rates will be computed using the "rule of 10."* In order for data on an assessment to be reported, at least 10 program completers had to have taken the assessment in an academic year. Aggregate or summary data also require at least

10 program completers (though not necessarily taking the same assessment) for the data to be reported.

- *Institutions and states will report three kinds of pass rates.*

  1. **A single assessment pass rate** is defined as the proportion of program completers who passed the assessment among all who took the assessment.

  2. **Aggregate pass rates** are defined as the proportion of program completers who passed all the tests they took in each of the six following skill or knowledge areas among all program completers who took one or more tests in each area.

     - Basic skills;
     - Professional knowledge and pedagogy;
     - Academic content areas (e.g., mathematics, social studies, science, the arts);
     - Teaching special populations (e.g., special education, English as a Second Language);
     - Other content areas (e.g., agriculture, marketing, computer science); and
     - Performance assessments.

  3. **Summary pass rates** are defined as the proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state.

If a state requires portfolios or other performance assessments on which candidates receive a pass-fail designation, pass rates must be reported in the "Performance Assessments" category of the report. In addition, in some states, a single score is given across two or more tests. In those instances, the single score for the set of multiple tests should be used in calculating a pass rate for that set. If a state does not require any tests for initial certification, neither institutions nor the state need to report pass-rate data.

The sample table below illustrates aggregate and summary pass rates. If a candidate begins the series of assessments required in a particular skill or knowledge area —that is, takes one or more assessments within a category—and passes all the assessments taken, he or she is counted for purposes of institutional pass rates as a *pass*. If a candidate begins a series of assessments and fails one or more before the test closure date, he or she is counted for purposes of institutional pass rates.

Ranking Institutional Pass Rates

The annual state reports must include quartile rankings for each reporting institution in the state, based on (1) its pass rate in each aggregate category of assessment (i.e.*,* basic skills, professional knowledge and pedagogy) and (2) its summary pass rate. When providing these aggregate-category and summary rankings, states must also report, for each quartile, the mean pass rate and

the range. These data will show the average test performance and the low and high scores for each quartile. More detailed rules for reporting these rankings are included in Appendix E.

Information States Must Report Regarding Individuals Who Completed Teacher Preparation Programs in Another State

States are not required to report the pass rates of individuals who completed teacher preparation programs in another state. States do need to report, however, the total number of individuals for each reporting period who receive their initial teaching certification or licensure and the number of these individuals who completed teacher preparation programs in another state.

Processes Used by Institutions, State, and Testing Companies To Calculate Pass Rates

Following the procedures established in each state, each institution will identify its regular program completers by Social Security number or other identifying information, together with their areas of specialization, and provide this information to the testing company or state. The testing company or state will then compute the pass rates (on assessments in the certification and licensure areas that correspond to these areas of specialization) of the institution's regular program completers and return the pass rates to the institution. The testing company or state also will provide the institution other information that it can use to verify the pass rates.

States will develop comparable procedures to calculate pass rates for completers of regular programs not administered by IHEs and completers of alternative route programs.

Table I.D.4 Calculating aggregate and summary pass rates

| Program completer | Basic skills (3 tests) | Professional knowledge & pedagogy (1 test) | Aggregate categories | | | Other content areas | Teaching special populations | Performance assessments | Summary pass status |
| | | | Academic content areas | | | | | | |
			Specialization area 1	Specialization area 2	Specialization area 3				
1	P (P,P,P)	P	P (P,P)	F (P,F)	---	---	---	---	**P**
2	P (P,P,P)	P	---	---	---	---	---	---	**P**
3	P (P,P,P)	P	F (P,F)	---	---	---	---	---	**F**
4	F (P,P,F)	---	---	---	---	---	---	---	**F**
5	P (P,P,P)	---	---	---	---	P (P,P)	---	---	**P**
6	P (P,P,P)	F	P (P)	---	---	---	---	---	**F**
7	P (P,P,P)	F	P (P,P)	---	---	---	---	---	**F**
8	P (P,P,--)	P	P (P,--)	P (P)	F (F)				**P**
Pass rate = % passing	88%	67%	Overall academic content area pass rate = 62.5%			100%	Not applicable	Not applicable	**Summary pass rate = 50%**

Institutional Verification of Pass Rates

Because institutions will be held accountable for the pass rates of their regular program completers, they need to have confidence in the pass rates that they report. Thus, institutions must be able to receive timely data from testing companies or state agencies to verify the accuracy of pass-rate calculations and, if necessary, resolve any disagreements about what these pass rates should be. State agencies will need to collaborate with public and private institutions and testing companies to ensure that their procedures for implementing the section 207 reporting requirements let institutions to do this.

Data Institutions Will Receive

At a minimum, verification procedures must let each institution receive all of the examination scores that the testing company or state agency used to compute its pass rates, together with information that identifies all program completers who took each examination. Moreover, each institution must receive this information in sufficient time to enable it to verify the calculated pass rates, resolve any discrepancies and submit the required institutional report by the due date.

In some states, state laws and procedures will permit institutions to receive information (e.g., Social Security numbers) that links the test scores to each individual completer. Although using these "linked data" is not required, ED recognizes that they are the best and most desirable information available. In this regard, the procedures discussed in this manual for providing institutions with these linked test-score data are consistent with federal law, including the *Family Educational Rights and Privacy Act* (FERPA).

ED also recognizes, however, that in some states, state law or compelling state policy prohibits the linking of test scores and completer names. For example, state law may preclude institutions from securing the test scores of individual program completers without their consent or disallow state agencies from being the conduit through which testing companies can provide individual test scores to the respective institutions, out of fear that test scores maintained by the state agency would become records that are publicly available without consent. (Under FERPA, however, test scores linked to the names of program completers are not publicly available so long as the state agency and institutions in the state agree that, in maintaining these records, the state agency is acting on behalf of the institutions so that they can verify their pass rates.) In addition, while the state agency could still adopt procedures for having linked test scores flow directly between the testing company and the institutions, it is possible that the costs and burden of such a system would be prohibitive.

ED believes that it is vital for states to overcome these kinds of problems so that institutions can verify pass-rate calculations using linked test-score data. To this end, the Department is prepared to work with states and others to help them find ways to achieve this objective.

Unless teaching candidates have agreed to release their test scores to an institution, the institution has no legitimate interest in retaining a particular candidate's scores once it has verified the testing company's pass-rate calculations. The Department urges states and institutions to agree to procedures under which the institutions will destroy these linked scores once they are no longer needed for institutional reports.

Dispute Resolution Procedures

In most cases, an institution should be able to receive from the testing company or state the test-score and test-taker data that state procedures permit and to confirm the accuracy of pass-rate calculations. However, it is possible that in a small number of cases an institution either will not receive these data or will not be able to resolve disagreements about how the pass rates should be calculated. To accommodate these situations, the state's implementing procedures must contain the following elements.

- If an institution cannot secure data in a timely manner, the institution must promptly inform the state and ED, in writing, of the problem. The institution also must propose a schedule for reporting to the state the required pass rates, based on the testing company's (or state's) estimate of when the institution will receive the data it needs to report. The state either will accept the schedule or will work to resolve the problem.

- If an institution cannot resolve a disagreement with the testing company or state about how to calculate its pass rate(s), the state will use an impartial process for receipt and resolution of disputes in time to permit the institution to prepare its report. This process must include procedures for the institution to send a written explanation of the dispute to the state within 10 days of reaching an impasse with the testing company. In the event the institution reaches an impasse with the state, the process also must include procedures for the state and institution to send written explanations of the dispute to the Department within 10 days. (The Department will provide its resolution of the dispute as quickly as possible on the basis of these written explanations so that the institution can report on schedule.)

Part II: Institutional Reporting Requirements

IHEs are required to submit their HEA, Title II surveys to the state in April of each year. See Part 1, including Tables I.D.1 and I.D.2 for an overview of the Title II reporting schedule.

States are responsible for developing and implementing the collection of IHE data and have developed forms or on-line systems for IHE use. A list of state Title II coordinators can be found at https://www.title2.org/contactsState.asp. A sample data collection instrument is provided in Appendix C. With the exception of the pass-rate data, institutional data are not forwarded from the states to the U.S. Department of Education.

In addition to completing the Institutional Survey, IHEs are required to report the mandated elements of the Institutional Survey and their pass rates, school catalogs and promotional materials sent to prospective applicants, secondary school guidance counselors and prospective employers of the institution's program graduates (see questions 1-7 in Appendix C).

A. Required Reporting for Institutions of Higher Education

- *Pass rates on teacher assessments for all program completers of regular teacher preparation programs.* Program completers of an IHE are all graduates who have met the requirements of its teacher preparation program and all others who are documented as having met those requirements. Whether an institution recommends or does not recommend an individual to the state for initial certification or licensure is *not* a factor in determining whether the individual is a program completer.

  Since the focus of the annual reports is on the preparation of teachers, the definition of a program completer does not extend to individuals enrolled in schools, colleges or departments of education who, for example, are studying to be guidance counselors or preparing to become any of the other non-teaching professionals. Therefore, the test scores of these individuals should not be included in an institution's pass rates.

- *Comparisons between their pass rates and the statewide institutional pass rates.* States provide institutions with these statewide pass rates.

- *Number of students in the regular teacher preparation program at the IHE.*

- *Information about supervised student teaching:*

  - Number of students (in the regular program and any alternative route programs) who were in programs of supervised student teaching during the academic year
  - Numbers of supervising faculty who were:
    Appointed full-time faculty in professional education: an individual who works full time in a school, college or department of education and spends at least part of the time in supervision of teacher preparation students.

Appointed part-time faculty in professional education and full-time in the institution: any full-time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part-time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do <u>not</u> include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

  ◆ Total number of supervising faculty for the teacher preparation program during the academic year.

- *The student/faculty ratio.*

- *The average number of hours per week required of student participation in supervised student teaching.*

- *The total number of weeks of supervised student teaching required.*

- *The total number of hours required.*

- *Whether program is currently approved or accredited by the state.*

- *Whether the teacher preparation program currently is designated as "low-performing" by the state* (as per section 208 (a) of the HEA of 1998).

Optional Supplemental Reporting for IHEs

ED encourages all institutions and states to try to make their data systems for assessing program quality more comprehensive and to go beyond the reporting requirements so that their reports provide a richer picture of their efforts to provide high quality teacher education.

Many types of supplemental information could be provided. For example, institutions might report on:

- The philosophical underpinnings of their programs;

- The demographics of their students and completers;

- The pass rates of students who complete programs the institution offers that are alternative routes to initial certification and licensure, as well as pass rates that reflect the combined scores of all of the institution's program completers;

- The number of completers hired in their fields in the first year of eligibility;

- The retention rate of program completers;

- The performance of program completers who take assessments to teach in other states but do not take any assessments used by the home state; and

- The percentage of program completers who have been certified by the National Board for Professional Teaching Standards.

The standard formats for the state and institutional questionnaires offer a designated section for supplemental information, but this information can be reported in any format that institutions and states desire—provided that the report clearly shows which information is required by this manual and which is supplemental.

B.   Information for Institutions Reporting for the First Time

There are some important issues IHEs and states must address in a collaborative manner. The following checklist is offered to help states and IHEs begin to develop their data collection systems. Assistance is also available through the Title II Service Center, which can be reached at title2@westat.com.

State and IHE Checklist for IHE Data Collection

1. What agreements have to be reached among a state, its institutions and the testing company?

    - Confirm the academic year and test closure date for a cohort of program completers;

    - Establish for teacher preparation programs in the state and for their program completers the list of subject areas of specialization for certification or licensure;

    - Check and confirm relevant test(s) for each area of specialization and passing (cut) scores applicable to members of that cohort;

    - Determine submission dates for completer lists and dates for return of results from the state (or from the testing company);

    - Establish a process for making sure that institutions get the data they need (subject to state privacy laws) to be able to verify pass-rate calculations;

    - Establish a process for ensuring that institutions receive the statewide pass rates that they need to include in their reports;

    - Establish a resolution process for disagreements about completer identification or pass-rate computation; and

    - Determine the final form and submission date for institutional reports.

2. What will an institution need to include in its official list of regular program completers?

For each person on the list, specify:

    - Name;

    - Unique identifier (usually a date of birth or a Social Security number); and

    - Area of specialization or certification area (from state-determined list of certification or licensure fields).

3. Where will an institution send its list of program completers for calculation of pass rates?

- In most cases, the institution will send the list either directly to the testing company or to the state, which may forward it to the testing company. However, states, institutions and the testing company may make some other arrangement.

4. What entity will produce the pass rates and verification data?

- Typically the testing company or the state will produce these data. The decision rests with the state, in consultation with institutions and the testing company, and depends heavily on where the computerized test files are located.

5. How will an institution conduct a review of the pass-rate analyses?

- Confirm the names and unique identifiers of the identified test-takers;
- Check proportions of test-takers passing each assessment, as calculated by the testing company or state; and
- Check proportions of test-takers passing each aggregate assessment category, as calculated by the testing company or state.

6. How might discrepancies in the list of completers or problems with the pass-rate results be reported and resolved?

- An institution should check the testing company's (or state's) list of recent program completers for whom no test scores have been found and report to the testing company (or state) any completers that the institution believes have been tested. If the testing company or the state locates such cases, it will return a revised set of assessment results.
- An institution should check pass rates returned by testing company (or state) and notify the company and the state authority that the pass rates are accurate.

7. What information will the institution send to the state in the completed institutional report?

- Institutional pass rates on assessments, as received from the testing company (or state) and verified by the institution;
- Information on the number of students in the teacher preparation program;
- Information on supervised student teaching requirements and faculty/student ratio;
- Information on program approval or accreditation by the state;
- Whether the program is considered "low-performing" by the state; and
- Any supplementary contextual information.

The sample institutional questionnaire and pass-rate tables are provided in Appendix C.

Part III: Using the SRS for State Reporting

A.   Introduction

States report annually to ED in October of each year. (See Table A1 for an overview of the reporting schedule.) You must use the on-line State Reporting System (SRS) developed by the Department to facilitate state reporting of the HEA, Title II data—hardcopy submissions are not permitted. You also are responsible for collecting the IHE data described in Part III and Appendix C.

You need to review prefilled sections of the state questionnaire for accuracy and complete other sections. The data elements include:

- Institutional and statewide pass rates for each assessment required for teacher certification or licensure and for each of the aggregate areas, for traditional and alternative route completers;

- Institutional quartile rankings on pass rates;

- Licensure and certification requirements, including degree and program requirements, assessment requirements for all areas of basic skills, professional knowledge and subject matter knowledge in the areas for which teachers and prospective teachers are providing (or will be providing) instruction and special across-the-board requirements;

- State standards for teachers and for students and the extent to which they are aligned;

- State criteria for assessing the performance of teacher preparation programs as well as criteria for identifying and assisting low-performing teacher preparation programs (see HEA Title II, section 208 (a));

- List of low-performing teacher preparation programs in the state, if any;

- Numbers of applicants granted initial state certification or licensure, in- and out-of-state;

- Description of provisions for allowing persons to teach without full certification or licensure;

- The numbers and percentages of teachers with waivers of state requirements for certification or licensure, by subject area and summarized for high- and low-poverty districts (ED will provide lists of high-poverty districts);

- The numbers and percentages of alternative route completers and completers of regular programs outside of IHEs (if any) passing state assessments; and

- Information on state efforts to improve the quality of teaching.

B.   Procedures for States Reporting for the First Time

The following checklist is designed to assist states and IHEs in establishing their systems for initial reporting.

1.   What agreements have to be reached between a state and the testing company?

- Confirm the academic year for a cohort of program completers;

- Establish for teacher preparation programs in the state and for their program completers the list of subject areas of specialization for certification or licensure;

- Check and confirm relevant tests for each area of specialization and passing (cut) scores for members of that cohort;

- Determine a test closure date after which test results for a cohort will not be included in pass rates for that cohort (for example, the test closure date for the cohort that completed its programs in a July 1-June 30 academic year might be September 1);

- Establish a resolution process for disagreements about completer identification or pass-rate computation; and

- Determine the final form and dates of submission of institutional reports.

2.   Determine how you will obtain pass rates

- You will get pass rates for completers of regular programs within IHEs from the annual institutional reports or from the testing company.

- You should then compile a list of completers of regular programs outside IHEs (if any); then, you or the testing company will generate pass rates for these completers.

- You or the institutions will compile lists of completers of alternative routes to certification (if any) then generate pass rates for these completers.

Sections C through E provide information on features of the SRS. Section F walks you through each section of the State Questionnaire. A copy of the State Questionnaire is provided in Appendix D.

C.   System Security

For security purposes, generally only one User ID and password is distributed to each state. If your state chooses to use multiple accounts, the state is responsible for ensuring that multiple users will not access and overwrite each others' data. Data are stored on a secure database running on a secure operating system and are accessible only by use of a User ID and password; thus, you are prevented from viewing other states' data.

The SRS automatically logs you off the system after 20 minutes of inactivity (activity includes moving to another page, saving the page, etc.). A time-out warning will notify you that your session is about to expire (see Figure III.C.1). If data are not saved or if inactivity continues, the session will time out, and you will need to log back into the system. **Data or survey responses should be saved** at least **every 15 minutes** to avoid losing them.

Save your data at least every 15 minutes!

Figure III.C.1. Time-out warning

D.   Logging In and Logging Out

To log in to the on-line Title II State Reporting System (SRS), follow these steps:

1. Go to the homepage of the Title II Web site at **www.title2.org**.
2. Click on **Submit State Reports** at the top of the page and then click on **State Reporting System** at the left side of the page OR
   Click on **Submit Report on Quality of Teacher Preparation** in the Quick Links box.
3. Type the User ID and password given to you by Westat and click on the **Continue** button. You can also tab to the **Continue** button and press Enter. (see Figure III.D.1).

Figure III.D.1. Login screen

Login - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back | Search   Favorites |

Address   https://www.title2.org/title2srs/default.asp   Go   Links

Title II
Higher Education Act

| Submit State Reports | View Reports / Resources | Frequently Asked Questions | Contacts / Help |

SUBMIT STATE REPORTS

State Reporting System
Reporting Reference and User Manual
High Poverty Data by State
Search for Title IV Eligible Institutions
Tips for Title II Coordinators
Coordinators' Corner
Title II Reporting Schedule

Login

This is a United States Department of Education computer system, which may be accessed and used only for official Government business by authorized personnel. Unauthorized access or use of this computer system may subject violators to criminal, civil, and/or administrative action.

This system contains personal information protected under the provisions of the Privacy Act of 1974, 5 U.S.C. § 552a -- as amended. Violations of the provisions of the Act may subject the offender to criminal penalties.

Enter your username and password to continue.

Username: [   ]
Password: [   ]

[Continue]

The first time you log into the SRS, you will be prompted to change your password (see Figure III.D.2). Your new password must meet the following requirements:

- Must be 8-12 characters in length;

- Cannot be part of your username;

- Must contain at least one letter;

- Must contain at least one number.

For example, a User ID of JonesB and password of Westat11 would be acceptable.

Figure III.D.2. Initial password change

After you have successfully changed your password, click **Save** to proceed *(See Section III Part E. System Features for help with the buttons).*

During subsequent logins, if you enter an incorrect User ID and/or password, you will see a message stating, "The username/password supplied is incorrect. Please check it before trying again." You may then re-enter the correct User ID and password to log in.

If you enter an incorrect User ID and/or password five times, you will be locked out of your account. This feature is for security purposes; however, it means that **you will not be able to access your account**. You must contact Westat to unlock your account.

If you do not remember your User ID and/or password, contact Westat. You will be issued a new User ID and/or password.

In the top right-hand corner and bottom right-hand corner of each page, you will see a link called **Log out** (see Figure III.D.3). Click on this link when you want to log out of the system. This will return you to the Login Page.

Figure III.D.3. Log out
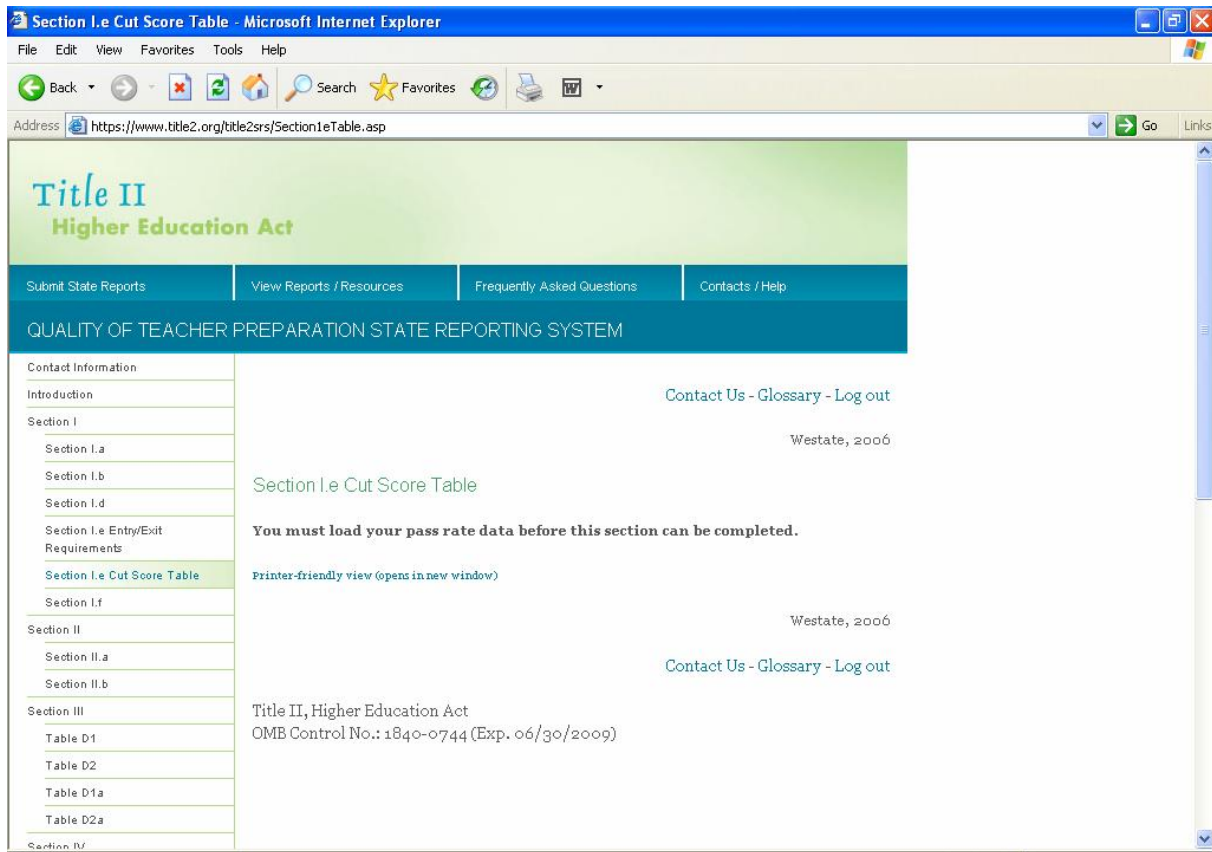
E. System Features

Radio buttons, text boxes, check boxes, Add/Edit/Delete options and buttons are found throughout the SRS.

Radio buttons. You may choose only ONE response when using radio buttons. To select a radio button, click on it with your mouse. Once a radio button is selected, the only way to deselect it is to choose another radio button in that response.

Text boxes. Single-line text boxes are usually limited to the size of the displayed box. Multi-line text boxes do not have a character limit; however, we encourage you to **be brief, concise and to the point when entering text**. When referencing a separate document, please refer to the document title in the text box, rather than copying the entire document into it. Email the actual document to us at **title2@westat.com**. When referencing a Web address, include the entire address (including "http://"). (See Figure III.E.1 for an example of radio buttons and text boxes.)

Figure III.E.1. Radio buttons and text boxes

Check boxes. You may choose more than one check box in a single response (see Figure III.E.2). To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

Figure III.E.2. Check boxes

8. Please specify where there are state teacher standards for the following specific fields.

	All Levels	Grades K-3	Grades 4-6	Middle Grades	Secondary Grades
Arts	☐	☐	☐	☐	☐
Bilingual Education, ESL	☐	☐	☐	☐	☐
Early Childhood Education	☐	☐	☐	☐	☐
English/Language Arts	☐	☐	☐	☐	☐
Languages Other Than English	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Special Education	☐	☐	☐	☐	☐
Technology in Teaching	☐	☐	☐	☐	☐
Vocation/Technical Education	☐	☐	☐	☐	☐

Add/Edit/Delete. We have preloaded most of your responses from last year. If your answers have not changed, you do not need to submit new responses. However, if you do need to update information, you will need to use the Add/Edit/Delete features, found throughout the SRS (see Figure III.E.3). To add new entries, click **Add**. To view or modify an existing entry, click **Edit**. To delete an entry, click **Delete**. You will see an alert box asking if you are sure you want to delete this item. Click on **OK** to delete the item, or click on **Cancel** if you do not want to delete the item.

Even if your answers have not changed from last year, we strongly recommend that you review them!

Figure III.E.3. Add/Edit/Delete

Some sections ask for a Web Address and/or Reference. Enter a Web address (including "http://") if there is a related or corresponding Web site or page. Enter a document reference to direct a reader to a state publication, legislation, etc. (see Figure III.E.4).

Figure III.E.4. Reference and Web Address

Buttons. One or more bottoms are at the bottom of each survey section. Please make special note of the following four buttons: **Save and Stay**, **Save and Exit**, **Reset,** and **Exit Without Saving**. A description of each is below.

Save and Stay: Selecting this button saves data in the section and keep you in that section. If you will be working on the same section for a lengthy time, we recommend that you save your data at least every 15 minutes (*see Security*). Use this button to save your data periodically as you work through a section.

Save and Exit: This button saves data in the section and returns you to the previous page or menu. Use this button when you want to exit a survey section. (If you have not completed the section, you can return to it later and your data will be saved.)

Reset: This button will reset all fields in the section to their last saved value. For example, if you make changes to a saved section but do not want to save the changes, use the **Reset** button. The section will return to how it appeared the last time you saved it.

Exit Without Saving: This returns you to the previous page or menu. Any changes made to the page since it was last saved will not be saved.

Check Spelling. A spell-check feature has been added to the report sections. If you want to check the spelling in a section, click on the button at the bottom of the page marked, "Check Spelling." A new window will open that lists spelling errors and suggests replacements. This feature is similar to those used in word processing programs. In order for the spell-check feature to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers to use this feature.

Pop-Up Glossary. A pop-up glossary feature has been added to the report sections. If you want to check the definition of a word listed in the glossary, click on the words in blue throughout the survey. A new window will open that lists the definition of the word. If the glossary does not appear when you click on a linked word, please make sure your pop-up blocker is disabled for this site.

F.   Report Navigation

Once you log into the SRS, you will be able to access all sections of the state report (see Figure III.F.1). You can access any section of the survey by clicking the links on the left side of the page. You can also access other information, such as the instructions and glossary.

Figure III.F.1. Main menu
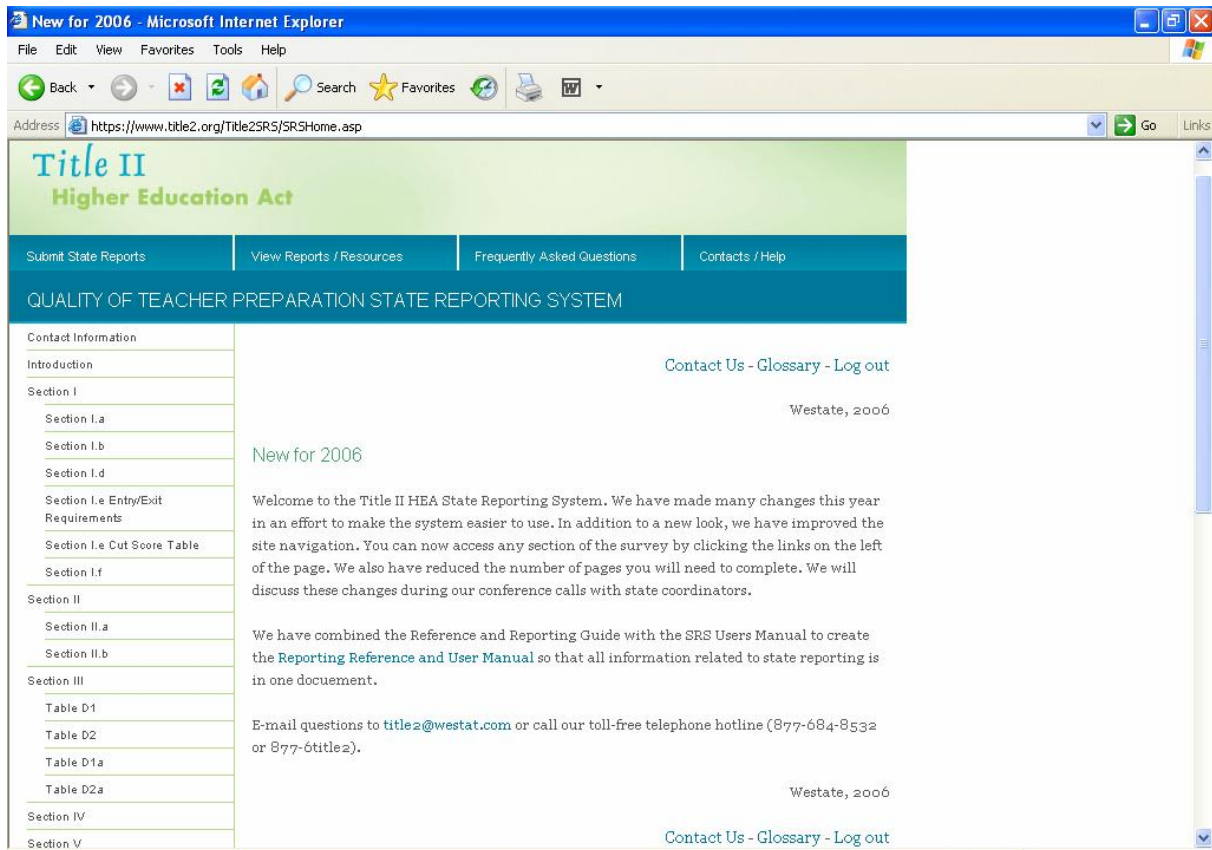
Contact Information

The individual listed in the Contact Information section (See Figure III.F.2) is presented as the state contact for members of the public who would like more information. The fields are fairly self-explanatory. If you need assistance entering or updating this information, contact Westat. The state Title II Coordinator may change or update this information at any time. Once you have entered information in the Contact Information section, choose the appropriate button (**Save**, **Reset**) at the bottom of the page (*see Part III, Section E. System Features*).

Figure III.F.2. Contact information

Section I: Description of State Teacher Certification or Licensure Assessments and Other Requirements

Please note that the questions in Section I.c. of the *Reporting Reference and User Manual* have been incorporated into Sections I.a., I.b., and I.d. of the on-line survey.

States are to provide information on degree, coursework, assessment, supervised teaching experiences and other requirements for each Type A/Level I, Type B/Level II and Type C/Level III certificate issued to teachers, as defined by the National State Directors of Teacher Education and Certification (NASDTEC). Type A/Level I certificates are issued upon completion of an approved teacher preparation program to an applicant who has met the requirements of the state, but has not completed ancillary requirements that must be met before issuance of a Type B/Level II certificate. Type B/Level II certificates are issued after the completion of an approved program and all ancillary requirements or after the completion of an alternative route program, all postsecondary degree and ancillary requirements and successfully completing not fewer than 27 months of professional employment in the function covered by the certificate. Type C/Level III certificates are issued after completion of all Type B/Level II certification requirements and any advanced requirements established by the state.

Sections I.a, b and d: Requirements to obtain Level I, II and III certificates

Click on the link for **Section I**. From the Section I page, you can complete Sections I.a, b, d, e & f of the survey (see Figure III.F.3). You can also access Sections I.a, b, d, e & f directly by clicking on the links at the left side of the page.

Figure III.F.3. Section I
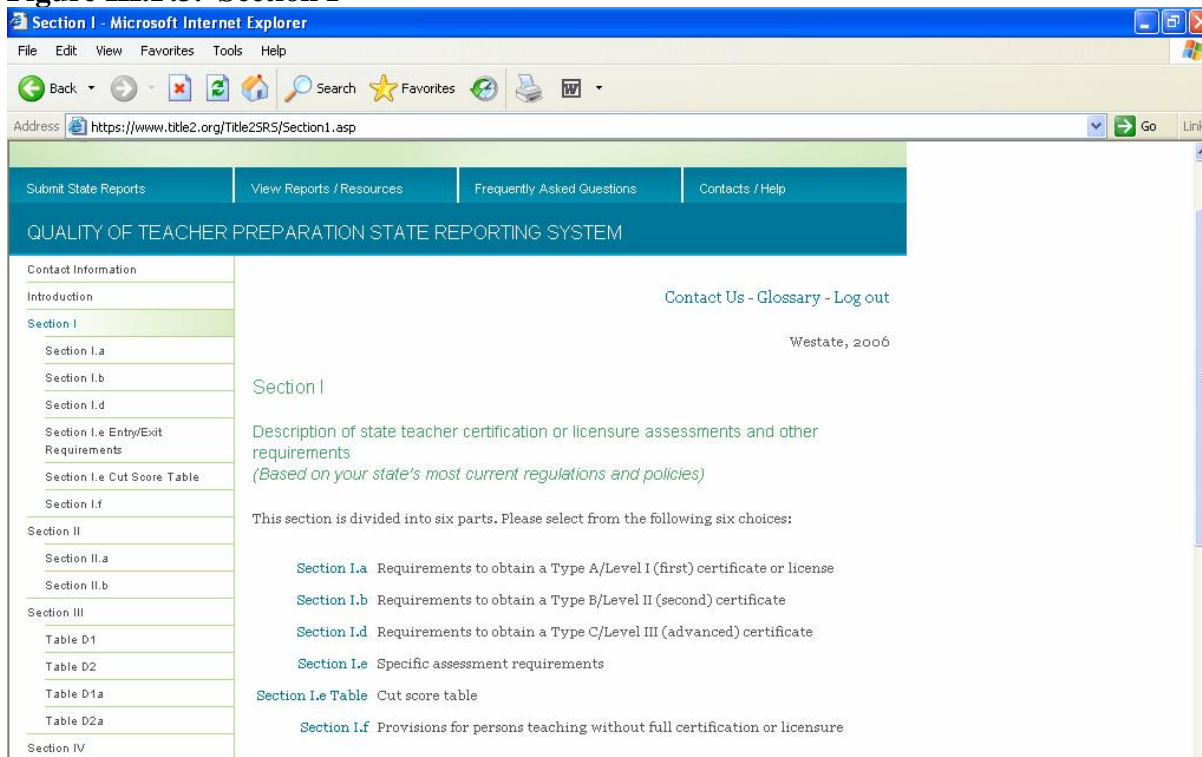
In these sections (see Figure III.F.4), you are asked to list the requirements to obtain a Type A/Level I (first), Type B/Level II (second) and Type C/Level III (advanced) certificate or license. These fields are prefilled with information your state Title II Coordinator entered during the last reporting year. Use the **Edit** button to review these entries carefully and update them as necessary. Information in this section should be based on your state's most current regulations and policies.

Figure III.F.4. Sections I.a, b, and d

Section I.e: Specific assessment requirements and cut score table

Section I.e., Specific Assessment Requirements includes information on entry and exit requirements and an assessment cut score table (see Figure III.F.5). Institution and assessment names in this section are populated from the pass rate files, so this section is not available until your pass rate files are uploaded.

Figure III.F.5. Section I.e
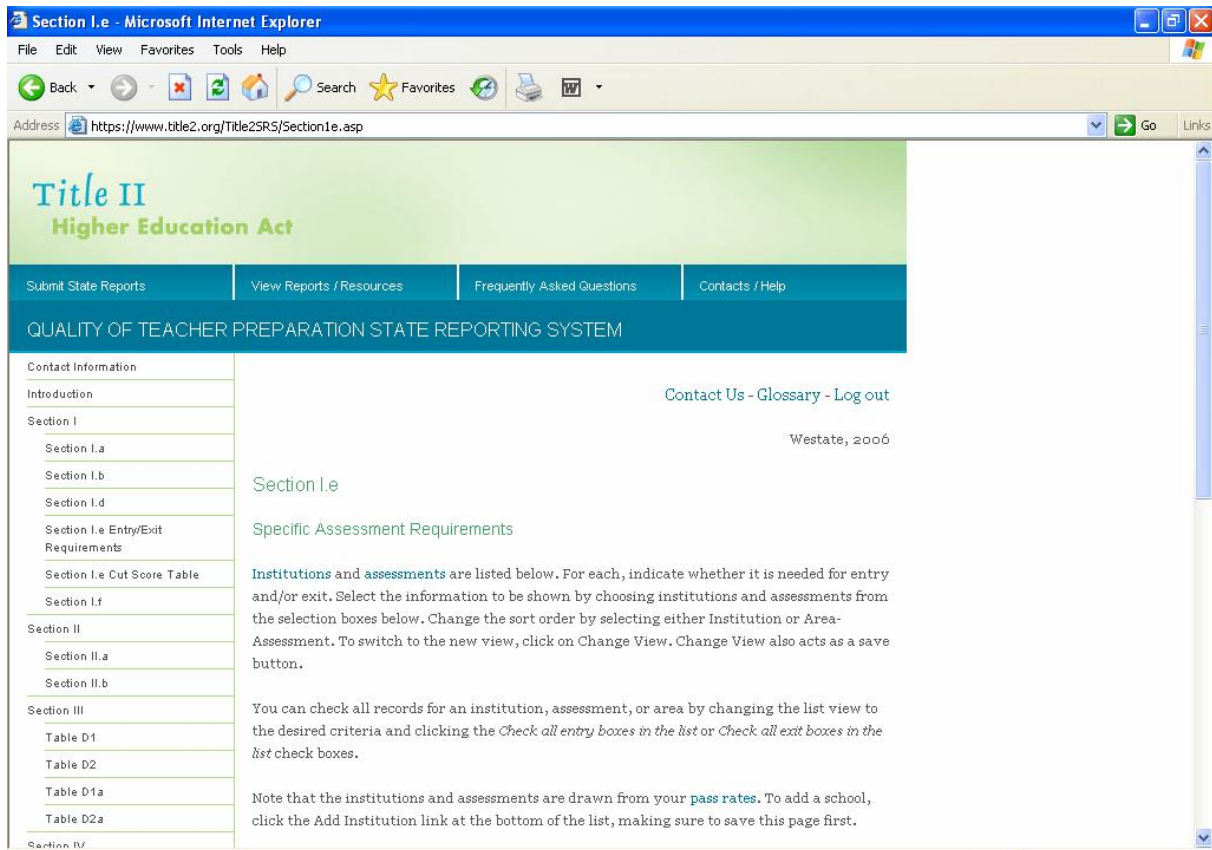
Sometimes 100 percent pass rates reflect institutional requirements. So that the public will understand these 100 percent pass rates, states are required to report those cases in which institutions require some or all of the assessments used for teacher certification or licensure to be taken either prior to admission to the program or as a condition of completion of or graduation from the institution's teacher preparation program. Where these situations exist, institutions or states may want to provide supplementary descriptive information and measures that can give the public a better understanding of the performance of their teacher preparation programs.

To complete the requirement information, click on Section 1.e Entry/Exit Requirements on the left side of the page. You will see all of your state institutions and assessments listed (see Figure III.F.6). Indicate if each assessment is required for entry and/or exit at each institution by selecting the appropriate check boxes on the right-hand side of the page. If no tests are required for entry or exit at the institutional level, be sure to check the "No tests required for entry/exit" box on this page.

You may use the select boxes at the top of the page to limit what is shown on the page at one time. You may choose to view the following:

- all or specific institutions,

- all or specific assessment content areas, or

- all or specific assessments.

You may also sort the information by institution or assessment. To do this, select the appropriate radio button (**Institution** or **Assessment**). After you have made your selections, click on the **Change View** button.

By using the select and sort boxes, you can make global selections on this page. For example, if all basic skills tests are required for entry at all institutions, show all institutions, the basic skills area and all assessments. Then check the "Check all entry boxes in the list" box. This will check the entry box for all assessments listed on the page.

After you have selected the appropriate check boxes to indicate if the assessment is required for entry or exit at that institution, choose the appropriate button at the bottom of the page: **Save** or **Reset** (*see Part III Section E. System Features*).

Figure III.F.6. Section I.e Requirements

To complete the Section I.e table, click on Section I.e Cut Score Table on the left side of the page (see Figure III.F.7). This section will not be populated until your pass rate files have been uploaded.

Test area and assessment name will be preloaded on the screen from the pass rate files.

For each test reported in your pass rate files, please provide the state minimum cut score and the lowest and highest possible score.

You may add an assessment by clicking on the "Add Assessment" link at the bottom of the page. When you click on this link, you will need to enter an area code, assessment code and assessment name. Be sure to save your information before moving to another section of the survey.

Figure III.F.7. Section I.e Cut Score Table

Section I.f: Provisions for persons teaching without full certification or licensure

On the left side of the page, click on the appropriate link for **Section I.f.** (see Figure III.F.8). These fields are prefilled with information your state Title II Coordinator entered during the last reporting year. Use the **Edit** button to review these entries carefully and update them as necessary. Information in this section should be based on your state's most current regulations and policies.

Figure III.F.8. Section I.f

Section I.f

Provisions for persons teaching without full certification or licensure
(Based on your state's most current regulations and policies)

3 questions

1. Please provide descriptions of the different categories or terms your state uses for
    temporary waivers of state certification or licensure requirements, such as
    "emergency permit certificate."

    Categories or terms submitted are listed below.

    Temporary Permit: (1 years) [Edit] [Delete]
    [Add]

2. Please provide information about the extent to which local education authorities are
    involved in deciding whether an individual shall receive a waiver of certification or
    licensure requirements. In some states, for instance, schools or school districts must
    request that an individual be given a waiver before that state authority will consider
   granting it. (Please include references to applicable regulations or manuals.)

    References and URLs submitted are listed below.

Section II: Description of State Teacher Standards and the Alignment Between State Teacher Certification or Licensure Requirements and Assessments and State Student Standards and Assessments

Section II (see Figure III.F.9) is divided into two parts. The first part asks about standards and criteria; the second is concerned with policy. Select the appropriate link to complete **Section II.a** or **Section II.b**. Information in both sections should be based on your state's most current regulations and policies.

Figure III.F.9. Section II
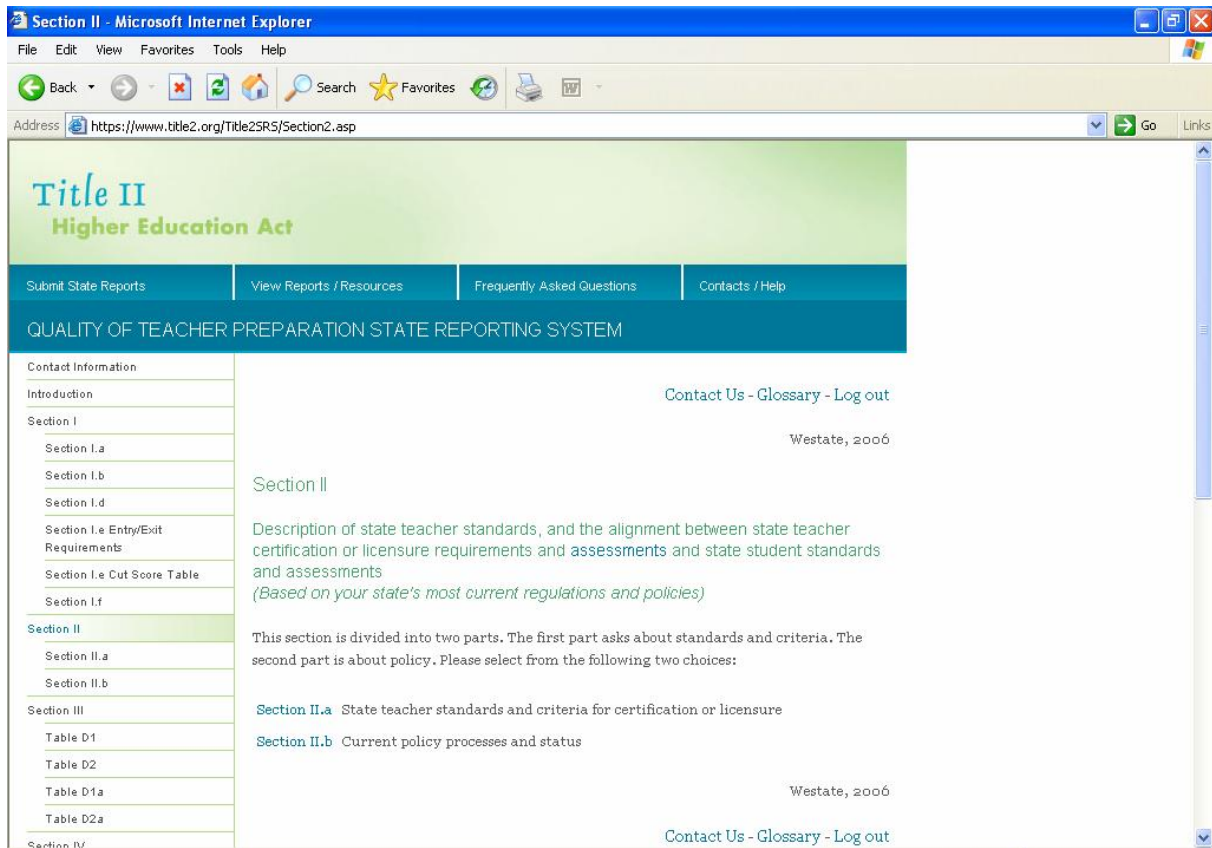
Section III: Statewide and Institutional Pass Rates

States will receive reports containing pass-rate information from all institutions. States also will identify alternative route programs and will develop procedures for the receipt of pass-rate data for completers of each of these programs.

States will determine who will calculate the data needed to report on statewide pass rates. For example, some states may have files of data that will allow them to generate pass rates. Other states will work with testing companies to determine when, and in what form, data will be received that will allow the states to generate pass rates.

On the left side of the page, click on the link for **Section III** (see Figure III.F.10). You must also report updated pass rate data for your cohort based on information available in the third year of a cohort (3rd Year Cohort Update) (Tables D1a-D2a). This section includes Tables D1 and D2 and Tables D1a and D2a. These tables are:

D1:   State-Level Single Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

D2:   State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

D1a: State-Level Single-Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

D2a: State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs Within Institutions of Higher Education, by Institution

Complete Section III.a. at the top of the page. **Be sure to save your work before moving on to the tables, which are located lower on the page.**

Figure III.F.10. Section III

After saving Section III.a., scroll down the page to complete Tables D1 and D2 and Tables D1a and D2a (see Figure III.F.11). You may download, complete and upload the tables using the Uploads and Templates feature on the left side of the page (*see Uploads and Templates*) or you may enter the data for these tables here. After the tables are created (whether uploaded or entered here), you can then access and edit the tables using the links on this page.

Figure III.F.11. Tables D1-D2 and Tables D1a-D2a
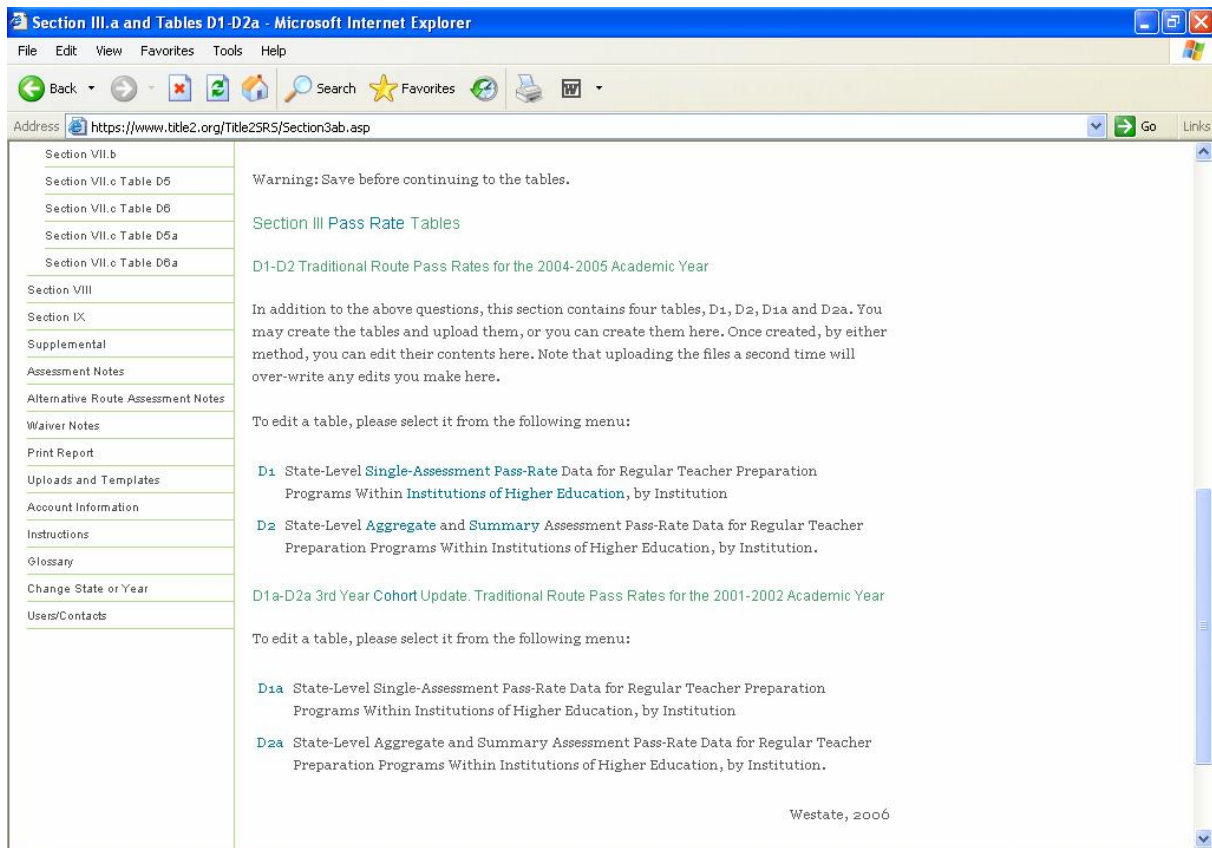
Click on the appropriate link for the table you want to edit or enter. If the table has been previously uploaded, you will see the table entries listed (see Figure III.F.12). If the table has not been uploaded, you will see the table header only.

Figure III.F.12. Entering or editing a table

To add a new table entry, click on the **Add** button. This will take you to another screen. Depending on the table you are editing or entering, you will see drop-down lists and links for Add Institution, Add Assessment and Add Program (see Figure III.F.13). Click on a link to add information or choose the appropriate item from the associated drop down list. *See Section III Part E. System Features* for help with text boxes and the buttons at the bottom of the screen.

If the table has been previously uploaded, review the data and edit them as necessary. To edit an entry, click on the **Edit** button to the left of the entry. To delete an entry, click on the **Delete** button to the right of the entry. You will see an alert box asking if you really want to delete the entry. To delete the entry, click **OK**. If you do not want to delete the entry, click **Cancel**.

If the table is more than one page, use the **Next** and **Back** buttons at the top or bottom of the table to page forward and backward. These buttons will appear gray and will be inoperable if the table is only one page.

Figure III.F.13. Adding a table item

Section IV: Description of Criteria for Assessing the Performance of Teacher Preparation Programs Within Institutions in the State

From the left side of the page, click on the link for **Section IV** (see Figure III.F.14). Information in this section should be based on your state's most current regulations and policies. *See Section III Part E. System Features* for help with radio buttons and text boxes. Please be concise and brief when entering data in text boxes. If you have a large amount of text to enter, you may email us a separate document (at **title2@westat.com**) and refer to the document in the text box. You may also refer to Web addresses in the text boxes.

Please note that in Question 1, if you answer **Yes**, you must enter an Implementation Date. If you answer **No**, you cannot enter an Implementation Date. To enter a valid Implementation Date, use the format: mm/dd/yyyy.

Figure III.F.14. Section IV

Section V: List of Low-Performing State Teacher Preparation Programs

On the left side of the page, click on the link for **Section V** (see Figure III.F.15). Items in this section should be answered with information as of the most current review cycle. *See Section III Part E. System Features* for help with text boxes. Please be concise and brief when entering data in text boxes. If you have a large amount of text to enter, you can email us a separate document (at **title2@westat.com**) and refer to the document in the text box. You can also refer to Web addresses in the text boxes.

If you listed any at-risk or low performing teacher preparation programs last year, they will be listed in Question 3. Please indicate whether the program is still classified as low performing or at-risk of being so classified.

In Question 4, when adding a new teacher preparation program, use this date format: mm/dd/yyyy. If you do not follow this format, you will see an alert box stating that the date is invalid. Do not answer Question 4 if you have not identified any institutions as low-performing or at-risk of becoming low-performing.

Figure III.F.15. Section V

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Section VI: Information on Waivers of State Certification or Licensure Requirements

States need to provide annually three types of waiver information on public school teachers for the previous school year:

1. *Total waivers.* Each state must report the number of teachers for whom the state has granted waivers because they do not possess an initial certificate or license from that state or any other state.

2. *Waivers, disaggregated by poverty level of school districts.* Of the total number of waivers granted each year, states must report the number granted statewide for teachers in high-poverty school districts and the number granted statewide to teachers in all other districts. High-poverty districts are determined using the quartile of the highest percentage of children living in poverty based on estimates generated by the Small Area Income and Poverty Estimates (SAIPE) program. For more information about the SAIPE data, visit http://www.census.gov/hhes/www/saipe. The poverty data file will be prepared for states annually and will be available at www.title2.org. See Appendix B for more information on the high-poverty definition.

3. *Waivers, disaggregated subject area.* Each state must report the number of waivers granted for individuals teaching in subject areas. The content areas are the core content areas defined by *No Child Left Behind*—English/reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history and geography—plus special education, bilingual education/ESL and career/technical education. States may add other categories as necessary.

From the left side of the page, click on the link for **Section VI** (see Figure III.F.16). You should exclude those teachers participating in alternate routes who meet the criteria for being highly qualified under *No Child Left Behind* and those teachers who are short- or long-term substitutes (as defined by the state). In question 2, be sure to enter the data collection dates in the format: mm/dd/yyyy. Wavier data are reported as a full-year count.

See Part III Section E. System Features for help with text boxes and radio buttons.

Figure III.F.16. Section VI

Section VII: Alternative Routes to Teacher Certification or Licensure, and Pass Rates for Program Completers of Alternative Routes

From the left side of the page, click on the link for **Section VII** (see Figure III.F.17). After completing Question 1, save this section before moving on.

Save Section VII after completing question 1 and before moving on to the remainder of the section. Please note that links for Sections VII.a, VII.b and VII.c. (Tables D5, D6, D5a and D6a) are located on the same page as Section VII, Question 1. You will see them as you scroll down the page.

Figure III.F.17. Section VII

The remainder of Section VII is divided into several parts. Section VII.a deals with alternative certification status. Section VII.b collects descriptions of alternative routes. Section VII.c comprises Tables D5, D6, D5a and D6a and collects pass rate data for alternative routes.

To complete **Section VII.a**, click on the appropriate link. Information in this section should be based on your state's most current regulations and policies. *See Section III Part E. System Features* for help using radio buttons.

To complete **Section VII.b**, click on the appropriate link. Here, you will describe each alternative route to certification, based on your state's most current regulations and policies.

If your state Title II Coordinator entered this information for the last reporting year, these data will be prefilled. To add a new route, click on the **Add** button. To edit a route already listed, click on the **Edit** button. To delete a route, click on the **Delete** button.

For each alternative route, please provide the following information:

- Alternative route or program name;
- Recruitment details;
- Selection process description;
- Program of study;
- Practice teaching details and hours;
- Assessments required;
- Private support details;
- Names of institutions or entities offering the program; and
- Administration details.

Question 10 of Section VII.b. lists institutions offering each alternative route. This list is automatically generated after Tables D1 and D2 have been entered. To add an institution, click on the Add Institution link.

To complete **Section VII.c** (Tables D5, D6, D5a, D6a), click on the appropriate link. If the table has been previously uploaded, you will see the table entries listed (see Figure III.F.18). If the table has not been uploaded, you will see the table header only. To add a table entry, click on the **Add** button. Depending on the table you are editing, you will see drop-down lists and links for Add Program and Add Assessment (see Figure III.F.13). Click on a link to add information or choose the appropriate item from the associated drop down list. *See Part III Section E. System Features* for help with text boxes and the buttons at the bottom of the screen. If you have more than one entry to add, click on the **Save and Stay** button at the bottom of the page and enter the data for your next item.

Figure III.F.18. Table D5

If the table has been previously uploaded, review the data and edit them as necessary. To edit an entry, click on the **Edit** button to the left of the entry. To delete an entry, click on the **Delete** button to the right of the entry. You will see an alert box asking if you really want to delete the entry. To delete the entry, click on **OK**. If you do not want to delete the entry, click on **Cancel**.

If the table is more than one page, use the **Next** and **Back** buttons at the top of the table to page forward and backward. If the table is only one page, these buttons will appear gray and will be inoperable.

Section VIII: State Efforts To Improve Teacher Quality

From the left side of the page, click on the link for **Section VIII** (see Figure III.F.19). Question 1 of Section VIII should be prefilled with information entered during the previous reporting year. Please review this information and edit it as necessary. Please be as concise as possible when entering or editing text. If you have large amounts of text to enter, you may refer to a separate document in the text box and email the document to us at **title2@westat.com**.

Figure III.F.19. Section VIII

Section IX: Certification

From the left side of the page, click on the link for **Section IX**. Upon entering this section, the SRS will run a check to be sure the report is complete. If the report is not complete, the system will present the questions that have been left unanswered (see Figure III.F.20).

Data editing features have been implemented to assist you in ensuring the quality and accuracy of the information being reporting. For example, you will see a report on the percentage change in the number of teachers on waivers for the current and prior year.

The expanded data verification report, which provides edit check information, is always available in Section IX; you do not need to certify in order to view the report.

Figure III.F.20. Certification verification
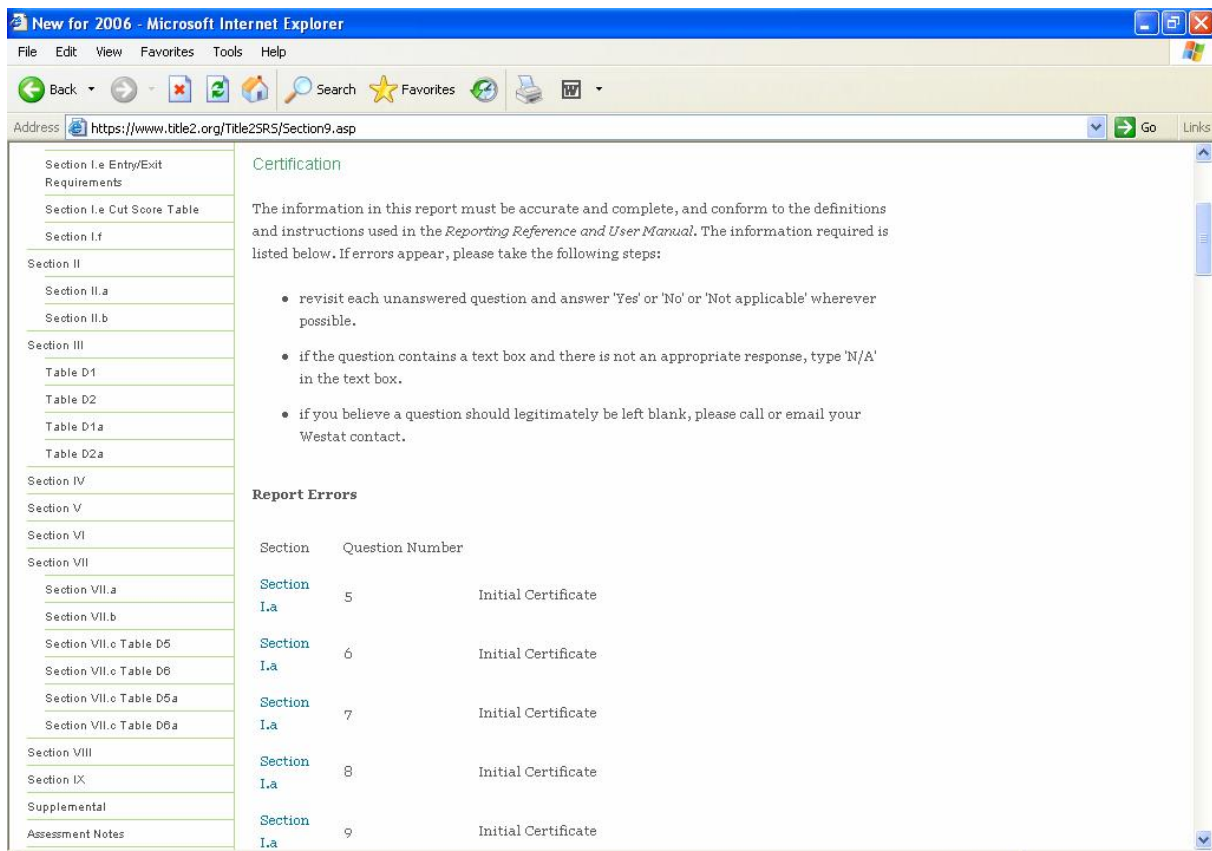
You must resolve all outstanding issues listed in Section IX before certifying your data. If your report includes errors (i.e., unanswered questions), follow these instructions, which are listed at the top of Section IX:

- Revisit each unanswered question and answer 'Yes' or 'No' or 'Not applicable' wherever possible.
- If the question contains a text box and there is no appropriate response, type 'N/A' in the text box.

- If you believe a question should legitimately be left blank, call or email your Service Center contact.

When all sections of the report have been completed, the state Title II Coordinator will select the check box in the **Complete** field (see Figure III.F.21). Checking this box indicates that the report is complete and that the information in the report is accurate and conforms to the definitions and instructions used in the *Reporting Reference and User Manual.* (The manual can be found on the Title II Web site at **www.title2.org**.) When the box is checked, the data collection system will automatically send the state coordinator an email indicating that the certification process is complete. In order for the email verification of data certification to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers to use this feature. In addition, the report will be locked and the Coordinator will no longer have access to it.

Figure III.F.21. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reporting Reference and User Manual*.

Name: Elizabeth Dabney

Title: Research Analyst

Complete: ☐ Checking this box indicates that this report is complete and accurate, as described above.

[Save and Stay] [Save and Exit] [Reset] [Exit Without Saving]

Westate, 2006

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (Exp. 06/30/2009)
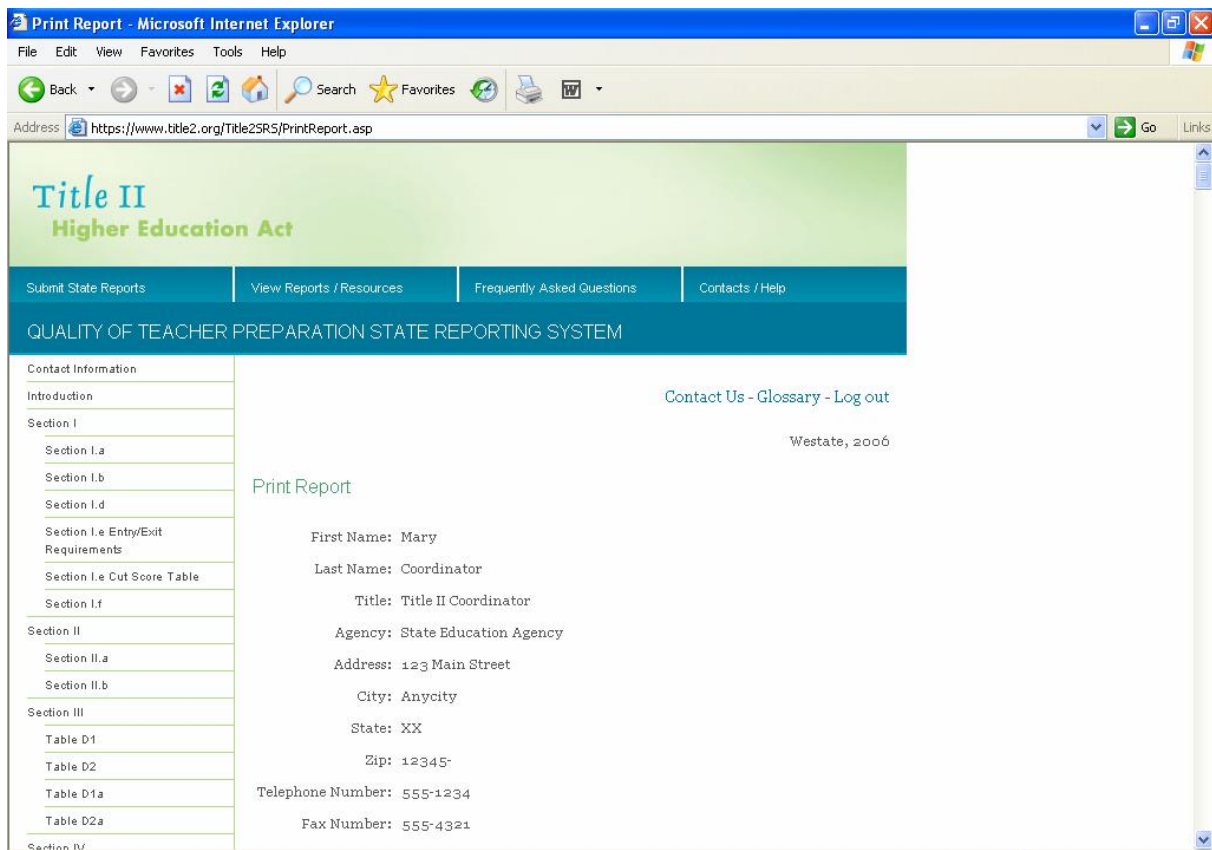
Printing Your State Report

From the left side of the page, click on the **Print Report** link. From here (see Figure III.F.22), you may print your complete report. To print the report, use your browser print function. For example, if you are using Internet Explorer, you should see a Print button at the top of your browser window. Click on this button to print the report or click on File from the menu at the top of the screen and then choose Print.

While you can print the entire report at once, we recommend that you print each section separately. Each section has a "printer-friendly view" link at the bottom of the page that opens a new window. Depending on your window or browser settings, some sections (Section III, for example) will print better in landscape format. Also, many of the sections can be quite lengthy—particularly Section I.e. and Section III. Printing the entire report at once may take <u>several</u> minutes.

Figure III.F.22. Print menu

Uploads and Templates

We would prefer that you email your pass rate files to Westat for uploading. Please email your files to your designated Westat contact. If you choose to upload your own files, follow the instructions below. If you should need technical assistance, contact Westat.

Uploads

From the left side of the page, click on the **Uploads and Templates** link. You may upload the following files using the Upload tool provided here (see Figure III.F.23): Tables D1, D2, D5, D6, D1a, D2a, D5a, D6a and unmodified ETS report files.

In the text box, type in the path to an individual file, or click on the **Browse** button to select a file to upload. **Be sure to select all the files you wish to upload and upload all the files of one type at once.** You must also specify the file type by clicking on the appropriate radio button below the text box. The file type must be one of the following:

- File(s) provided by ETS for a regular program within an IHE;
- File(s) provided by ETS for a regular program within an IHE, Third Year Cohort Update;
- File(s) provided by ETS for an alternative route program;
- File(s) provided by ETS for an alternative route program, Third Year Cohort Update; or
- File(s) in .csv (comma separated values, similar to an Excel file) format for Tables D1 through D6, Tables D1a and D2a and Tables D5a and D6a.

Use the .csv format if you are not using the standard files provided by ETS or NES. See *Templates* for instructions on downloading files in this format.

Figure III.F.23. Uploads

Once you have chosen all the files to upload and specified the file type, click on the **Send File** button to upload all the files.

If each of the files is successfully uploaded, you will see a message stating, "Upload of (file name) was completed successfully."

Once all of the files are uploaded, click on the **Process Uploads** button. You should see a message that states that each uploaded file was processed and logged.

Once your files have been uploaded, go to the appropriate section (Section III or VII) of the system to be sure the data were uploaded correctly. If the data were not uploaded correctly, you can enter the data in the appropriate section or contact Westat for assistance.

For additional help on preparing your pass rate files, please see *Pass Rate Tips* below.

PASS RATES: The loaded pass rates in Tables D1 and D2 will automatically populate survey Table I.e. (the cut score table), Section I.e. (entry/exit requirements), and Section VII.b. (IHEs with alternative routes). **Please send us or upload your pass rate files as soon as possible**.

Pass rate files will undergo rigorous system checks as they are uploaded. Any errors will be reported immediately to the user in an error message. To avoid some of these errors, please review the checklist below before submitting or uploading pass rate files.

✓ **Check List**

❑ Files must be in ETS or NES format or match the templates provided on the Web-based system (Section III for traditional routes and Section VII for alternative routes).

❑ If you use the templates provided on the Web-based system (Sections III and VII), the files CANNOT contain any commas. Make sure that the institutional name and assessment name fields do not contain commas.

❑ The **Area Code [AreaCode]** field is required for <u>every</u> record. All assessments must be assigned an Area Code that indicates the aggregate testing area. There are seven aggregate categories and codes:

Code	Category
1	Basic Skills
2	Professional Knowledge and Pedagogy
3	Academic Content Areas
4	Other Content Areas
5	Teaching Special Populations
6	Performance
7	Summary

❑ **IHE Codes [IHECode]** (Institution of Higher Education) are required for traditional route pass rate Tables D1, D2, D1.a, and D2.a. **IHE Codes** must be unique to each institution.

❑ **Program Codes [ProgCode]** are required for alternative route pass rate Tables D5, D6, D5.a, and D6.a. Programs may be institutions or they may be outside of IHE's; they should also be unique. You cannot use the IHE codes from Tables D1-D2 in this field.

❑ Both IHE and Program codes should match the codes used in prior years.

❑ **IHE Names [IHEName]** are required for traditional route pass rate Tables D1, D2, D1.a, and D2.a.

❑ **Program Names [ProgName]** are required for alternative route pass rate Tables D5, D6, D5.a, and D6.a.

❑ Please check the IHE Names and Program Names to ensure uniformity. Verify that the names are spelled properly. If you use abbreviations, make sure they are used consistently.

❑ The **Assessment Code [AssessmentCode]** and **Assessment Name [AssessmentName]** must be unique to each test. They also should match the codes

and names given by the testing company and/or your state. Frequently we see incomplete names (for example, Biology rather than Biology Content Knowledge) or inconsistent assessment codes.
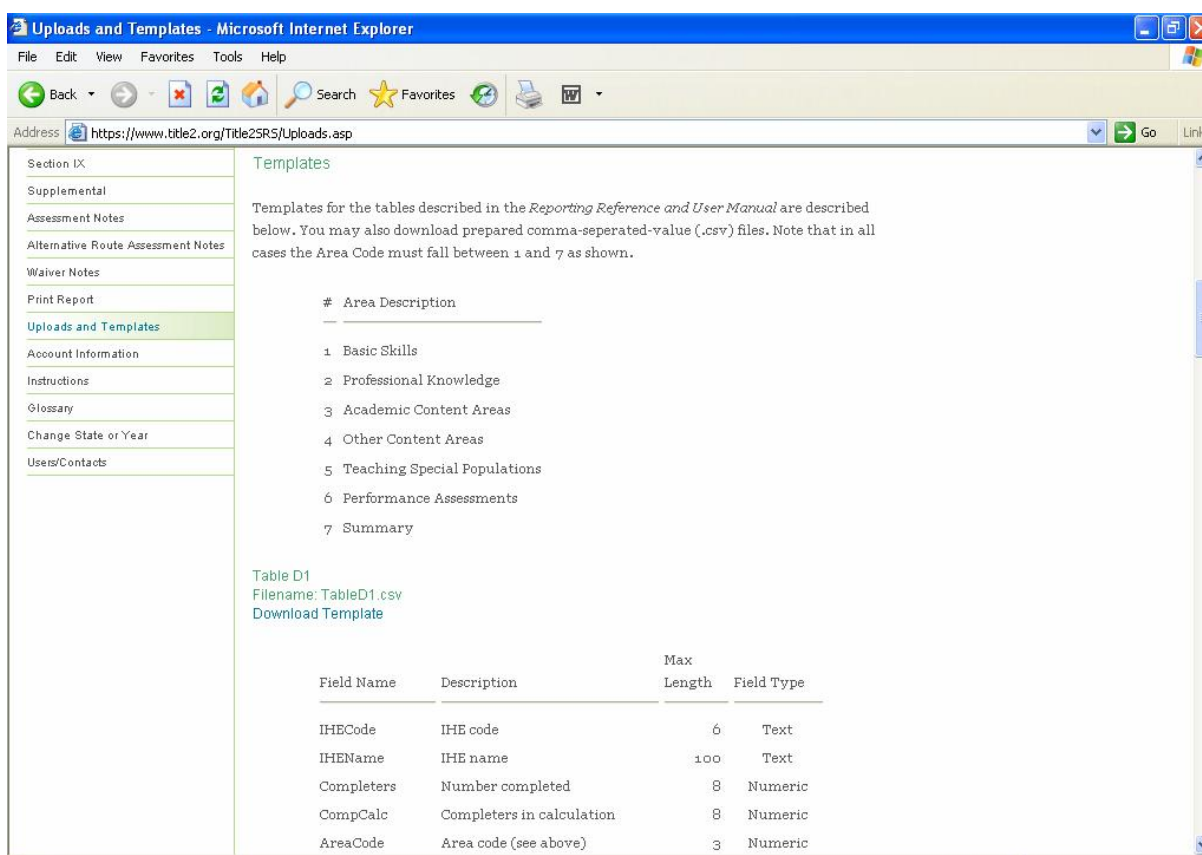
❑ The number of test takers **[Takers]** must be a number equal to or greater than zero, even if it is fewer than 10. If the record is left blank, it will not be loaded.

❑ The number of completers passing **[Passed]** should be blank if it is fewer than 10. It must also be less than or equal to the number of takers.

❑ The pass rate **[Passrate]** should be blank if there are fewer than 10 test takers. It should be equal to the number of passers divided by the number of takers.

❑ All institutional pass rates in Table D2 and D2.a (aggregate traditional route pass rates) must be assigned a quartile rank **[Quartile]**. If a record is blank, a quartile rank is not reported.

❑ There must be a Table D2 record for every school listed in D1. Table D1 collects individual assessment information at the IHE level, and D2 collects this IHE information at the aggregate area code level. All schools with assessment information in D1 must be aggregated and listed in D2. This is also the case with D5 and D6, D1.a and D2.a, and D5.a and D6.a.

❑ There must be a D2 (or D2.a) statewide record for each area tested in D1 (or D1.a).

❑ There must be a D1 (or D1.a) statewide record for each assessment in D1 (or D1.a).

❑ There must be a statewide record for each aggregate area code in D6 and D6.a.

❑ If you are using the templates provided on the system, the statewide summary records must use the IHE or Program Code 9999. State summary records must be named "*Statename* Summary" (Alabama Summary, for example).

Templates

Data templates (preformatted Excel spreadsheets) are provided for you to help you report pass rates and other data. Think of these as a library of spreadsheets that have been developed for Title II. These templates are provided in a special format, similar to Excel, called .csv (comma separated values). From the SRS, you can download a data template (spreadsheet), enter data into the template and upload the file back into the system. Once you have downloaded a file, you can work in that file without being logged into the SRS.

Scrolling down the Uploads and Templates page, you will see descriptions for Tables D1 through D6, Tables D1a and D2a and Tables D5a and D6a (see Figure III.F.24).

Figure III.F.24. Templates

For all of the tables, the Area Code must be a number between 1 & 7. The Area Codes are listed below:

  1   Basic Skills

  2   Professional Knowledge

  3   Academic Content Areas

  4   Other Content Areas

  5   Teaching Special Populations

6   Performance Assessments

7   Summary

Each table description includes Field Name, Description of the field, Maximum Length allowed in the field and Field type. Field type is text or numeric, meaning either a number or text is expected and allowed in that particular field.

Download a Template. To download a template, simply click on the **Download Template** link found under each table name. A File Download box will appear (see Figure III.F.25). Save the file in your desired location. (We suggest you create a Title II folder or diskette and save your files there.)

Figure III.F.25. File download
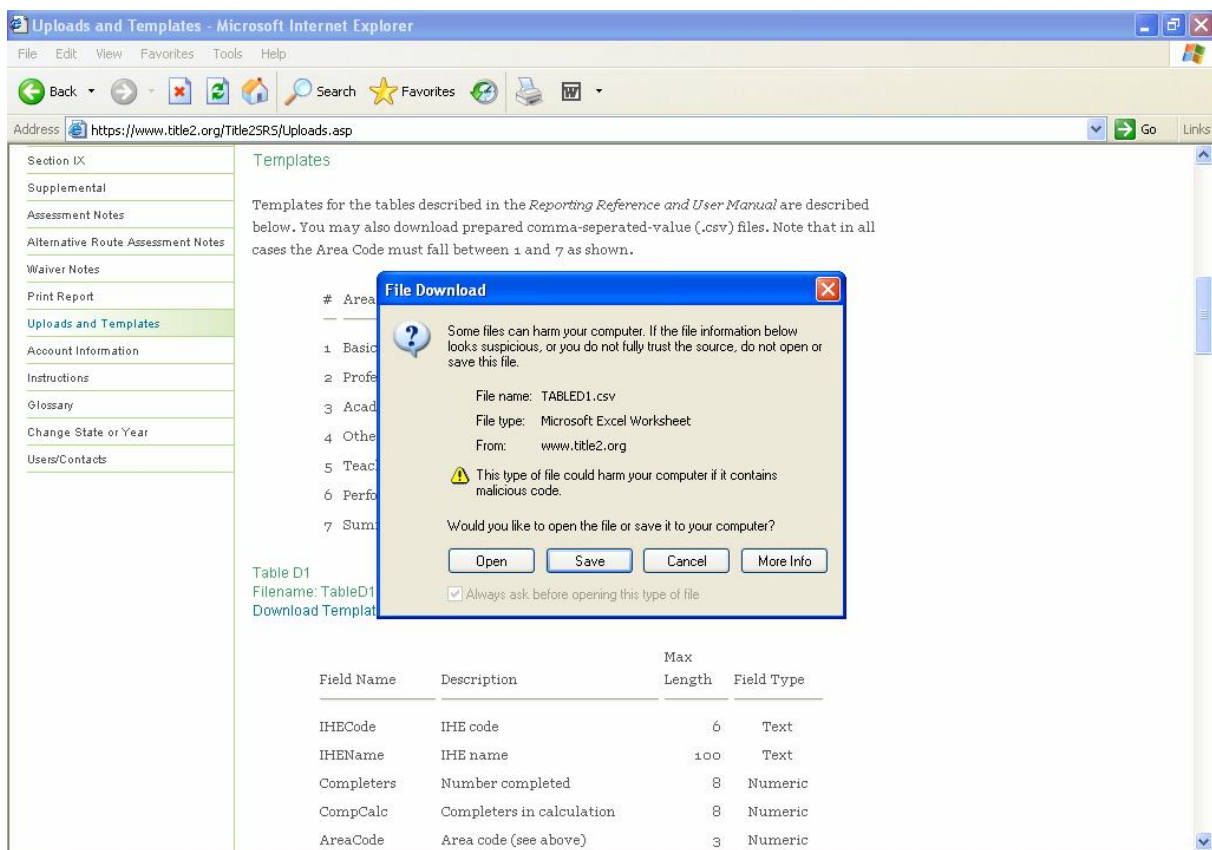
You can then open the file in Excel. You will see a blank spreadsheet with column headers. Figure III.F.26 is an example of what you would see opening the template for Table D1.

Figure III.F.26. Template for Table D1

Once you have saved the spreadsheet on your hard drive or diskette, you can enter the data off-line. You do not need to remain in the SRS to work in the spreadsheet. (You may also enter the data on-line. See the appropriate section of this manual for instructions.) After you enter data into the template, **save it** on your hard drive or diskette! The file should automatically save as a .csv file again.

Be sure to remember where you save the template when you download it. After you enter the data, save the template again in the same location.

See Uploads for instructions on uploading templates into the SRS.

Instructions

From the left side of the page, click on the link for **Instructions.** This page provides basic instructions for using the SRS and also provides links to other resources (see Figure III.F.27). You will find links to the *Reporting Reference and User Manual* here.

Figure III.F.27. Instructions
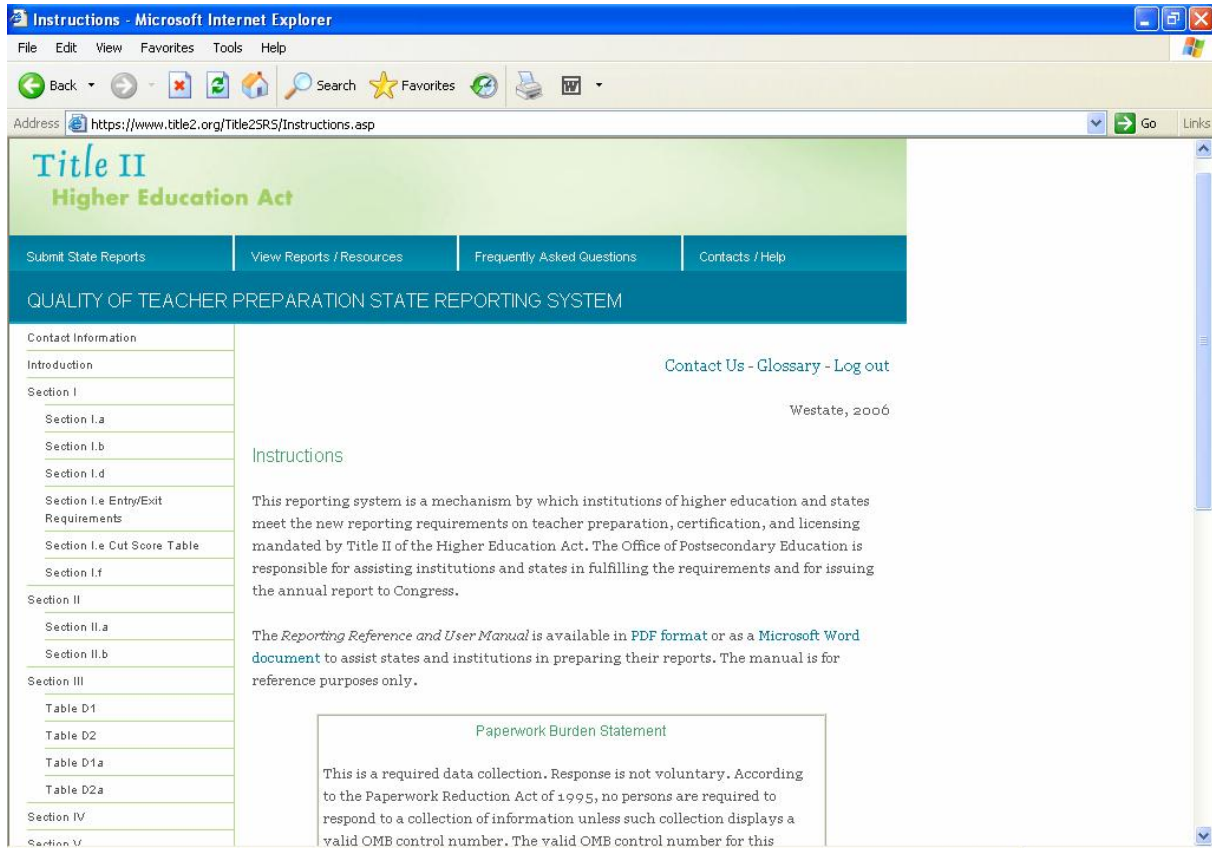
SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

`(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS- Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

`(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION- Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

`(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

`(2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

`(3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

`(4) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

`(5) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.

`(6) Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.

`(7) A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments.

`(8) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.

`(9) Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

`(c) INITIAL REPORT-

`(1) IN GENERAL- Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

`(2) CONSTRUCTION- Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

`(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION-

`(1) REPORT CARD- The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this title. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter.

`(2) REPORT TO CONGRESS- The Secretary shall report to Congress--

`(A) a comparison of States' efforts to improve teaching quality; and

`(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

`(3) SPECIAL RULE- In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

`(e) COORDINATION- The Secretary, to the extent practicable, shall coordinate the information collected and published under this title among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

`(f) INSTITUTIONAL REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION-

`(1) REPORT CARD- Each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, not later than 18 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter, shall report to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established under subsection (a), the following information:

`(A) PASS RATE-

(i) For the most recent year for which the information is available, the pass rate of the institution's graduates on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of completing the program.

`(ii) A comparison of the program's pass rate with the average pass rate for programs in the State.

`(iii) In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

`(B) PROGRAM INFORMATION- The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching.

`(C) STATEMENT- In States that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

`(D) DESIGNATION AS LOW-PERFORMING- Whether the program has been designated as low-performing by the State under section 208(a).

`(2) REQUIREMENT- The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.

`(3) FINES- In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed $25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

`SEC. 208. STATE FUNCTIONS.

`(a) STATE ASSESSMENT- In order to receive funds under this Act, a State, not later than 2 years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

`(b) TERMINATION OF ELIGIBILITY- Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)--

`(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

`(2) shall not be permitted to accept or enroll any student that receives aid under title IV of this Act in the institution's teacher preparation program.

`(c) NEGOTIATED RULEMAKING- If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

APPENDIX B
Glossary

Academic year: Any period of 12 consecutive months, as defined by the state.

Aggregate pass rate: See definition of "*pass rate*."

Alternative route to certification or licensure: As defined by the state.

Cohort of program completers: Individuals who met all requirements of a state-approved teacher preparation program in a given *academic year*. (See definition of "*program completer*.")

Cut score: The minimum score required by the state to pass a teacher certification or licensure assessment.

Elementary school: [A] day or residential school which provides elementary education, as determined under State law. (See section 14101(14) of the *Elementary and Secondary Education Act*.)

High- and low poverty districts: High-poverty districts are determined using the quartile of the highest percentage of children living in poverty based on estimates generated by the Small Area Income and Poverty Estimates (SAIPE) program. The poverty data file will be prepared for states annually and will be available at www.title2.org . The estimates provided are only for local educational agencies (LEA) or school districts identified in the U.S. Census Bureau's school district mapping project. This project's survey asks each state's department of education for a list of all schools districts and their boundaries. The school district boundary update is conducted biennially and identifies school districts that are eligible for Title I funding under the No Child Left Behind Act of 2001. The population and poverty estimates for each estimate-year are produced for all school districts identified in the most recent boundary update. The Census Bureau uses the most current list of school districts and associated geography because it allows for more efficient allocation of funds under the No Child Left Behind Act of 2001, for which the estimates are produced. For more information about the SAIPE data, visit http://www.census.gov/hhes/www/saipe/.

For charter schools, states will need to include data for teachers if 1) the charter schools are considered to be LEAs, and 2) the state requires teachers in those schools to meet the same requirements for initial certification as any other public school teacher. For more information about when charter schools (or any other LEA not listed in the Census Bureau's most current data) would need to be included in the quartiles, contact the Department's Title II Service Center for further assistance or visit the Title II web page at <http://www.title2.org>.

Low-poverty school districts are defined as all other districts in the state.

Highly qualified teachers in alternative routes: Any teacher who has obtained full state certification (whether he or she has achieved certification through traditional or alternate routes), has a 4-year college degree and has demonstrated subject matter competence in each of the core academic subjects in which he or she is or will be teaching is considered to be "highly qualified" under the law. Teachers who are participating in alternate route programs may be considered to meet the certification requirements of the definition of a highly qualified teacher (and not be counted as on a waiver) if they are permitted by the state to assume functions as regular classroom teachers only for a specified period of time not to exceed three years and demonstrate satisfactory progress toward full certification in their program as prescribed by the state. Their alternate route program must provide high-quality professional development that is sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching. Teachers in such a program must also participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program.

Initial certification: As specified in State Questionnaire Ic. – as defined by the state. States are to provide information on degree, coursework, assessment, supervised teaching experiences and other requirements for each Type A/Level I, Type B/Level II and Type C/Level III certificate, as defined by the National State Directors of Teacher Education and Certification (NASDTEC), issued to educators. Type A/Level I certificates are issued upon completion of an approved teacher preparation program to an applicant who has met the requirements of the state, but has not completed ancillary requirements which must be met before issuance of a Type B/Level II certificate. Type B/Level II certificates are issued after the completion of an approved program and all ancillary requirements; or after the completion of an alternative route program, all post-secondary degree and ancillary requirements and successfully completing not less than 27 months of professional employment in the function covered by the certificate. Type C/Level III certificates are issued after completion of all Type B/Level II certification requirements and any advanced requirements established by the state.

Institution of Higher Education: Section 101(a) of the *Higher Education Act* provides a general definition of "institution of higher education," as follows:

"For purposes of this Act, other than Title IV [Student Financial Assistance], the term 'institution of higher education' means an educational institution in any State that —

1.) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
2.) is legally authorized within such State to provide a program of education beyond secondary education;
3.) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

4.) is a public or other nonprofit institution; and
5.) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time."

Section 101(b) defines additional institutions that are included:

"For purposes of this Act, other than Title IV, the term 'institution of higher education' also includes —

1.) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and
2.) a public or nonprofit private educational institution in any State that, in lieu of the requirement in subsection (a)(1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located."

Pass rate: The percentage of program completers who passed assessment(s) taken for initial certification or licensure in the field of preparation.

Single assessment pass rate: The proportion of program completers who passed the assessment among all who took the assessment.

Aggregate pass rate: The proportion of program completers who passed all the tests they took in each of six skill or knowledge areas, among all program completers who took one or more tests in each area.

Summary pass rate: The proportion of program completers who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Program completer: A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

Reporting to the general public: Making the information in institutional and state reports available widely and publicly to members of the public interested in the performance of the institution's teacher preparation program. For institutions, this includes providing the required information in publications such as "school catalogues and promotional materials sent to potential applicants, secondary guidance counselors, and

prospective employers of the institution's graduates." (See section 207(f)(2) of Title II.)

Reporting to the Secretary: Submitting annual state reports to the Office of Postsecondary Education in the U.S. Department of Education.

Reporting to the state: Submitting annual institutional reports to the state agency, commission, or board, in the state in which the institution is located, that is responsible for preparing the state report under section 207.

Secondary school: "[A] day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12." (See section 14101(25) of the *Elementary and Secondary Education Act.*)

Single assessment pass rate: See definition of *"pass rate."*

State: Any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau).

Student: An individual enrolled in a teacher preparation program leading to an initial state teaching certificate or license.

Subject areas for waiver reporting: The content areas are the core content areas defined by the *No Child Left Behind Act*—English/reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history and geography—plus special education, bilingual education/ESL and career/technical education. A state may add other categories as necessary.

Summary pass rate: See definition of "*pass rate.*"

Supervised practice teaching: Practice teaching or internship in elementary or secondary schools required either by the state or the entity offering the program as a condition for completion of a teacher preparation program or for being considered for initial state licensure or certification and supervised by faculty as defined below.

Supervising Faculty: All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.

Teacher certification/licensure assessment: A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome and is used by the state for teacher certification or licensure.

Teacher preparation program: A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education.

In applying this definition, states and institutions may *not* determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript or other proof of having met the program's requirements.

In addition, for the purpose of reporting, the *Reporting Reference and User Manual* considers all regular teacher preparation programs at a single institution of higher education to be a single program.

Teaching candidate: A completer of a teacher preparation program who has taken one or more assessments used by the state in which the program is located for initial teacher certification or licensure.

Test closure date: The date, specified by the state, after which test results will not be included in pass rates for an academic year cohort.

Waiver: Any temporary, provisional or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state. Those teachers participating in alternate routes who meet the criteria for being highly qualified under the *No Child Left Behind Act* are excluded from being counted as on a waiver (see definition of Highly Qualified Teachers in Alternate Routes). Also excluded are those teachers who are short- or long-term substitute teachers (as defined by the state), but included are those who are regular full-time or part-time classroom teachers.

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 20__-20__

Institution name:
Respondent name and title:
Respondent phone number: Fax:
Electronic mail address:
Address:

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Paperwork Burden Statement for Institutions of Higher Education with Teacher Preparation Programs

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 06/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reporting Reference and User Manual for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the *manual*.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-assessment institution-level pass rate data: Regular teacher preparation program

Institution name:					
Academic year:					
Number of program completers:					
Type of assessment †	Assessment code no.	# taking assess.	# passing assess.	Institute. pass rate	Statewide pass rate
Basic skills					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Professional knowledge					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Academic content areas (math, English, biology etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Other content areas (elementary education, career/technical education, health education, etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Teaching special populations (special education, ESL etc.)					
Assessment 1					
Assessment 2					
…….					
Performance assessments					

Table C2: Aggregate and summary institution-level pass-rate data: Regular teacher preparation program

Institution name:				
Academic year:				
Total number of program completers:				
Type of assessment †	**# taking assess**	**# passing assess**	**Institute. pass rate**	**Statewide pass rate**
Aggregate: Basics skills*				
Aggregate: Professional knowledge*				
Aggregate: Academic content areas (math, English, biology etc.)*				
Aggregate: Other content areas (elementary education, career/technical education, health education, etc.)*				
Aggregate: Teaching special populations (special education, ESL,..)*				
Performance assessments*				
Summary of individual assessments**				
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization). ***Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).*				

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.)

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 20__-__, including all areas of specialization.

1. Total number of students enrolled during 20__-__: _____

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 20__-__?_____

3. Please provide the numbers of supervising faculty who were:

_____ Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

_____ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

_____ Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do <u>not</u> include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 20__-__: _____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): _____

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _____ hours. The total number of weeks of supervised student teaching required is _____.   The total number of hours required is _____ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
_____ Yes   _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes   _____ No
NOTE: See appendix A of the *manual* for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reporting Reference and User Manual for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive (or designee)

_____ Title

APPENDIX D
State Survey
For Use in Preparing the State Report

The State Survey must be submitted on-line through the State Reporting System (SRS). The SRS may be accessed at www.title2.org.

APPENDIX E
Rules for Ranking Institutions of Higher Education on Teacher Assessment Pass Rates

Types of Pass Rates

Aggregate pass rates are computed for each of six major areas that aggregate all teacher preparation assessments: basic skills, professional knowledge and pedagogy, academic content areas, teaching special populations, other content areas and performance assessments. Aggregate pass rates are computed as the percentage of program completers who passed all the tests they took in an assessment area, among all program completers who took one or more tests in this area.

A summary pass rate is based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. The summary pass rate is computed as the percentage of program completers who passed all tests they have taken for their area (or areas) of specialization, among program completers who took one or more tests in their specialization area.

Rounding Pass-Rate Data

Pass-rate percentages will be reported to the nearest whole percent (i.e., 98 percent, not 98.2 percent or 98.23 percent). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). As an example, 98.49 percent would become 98 percent; 98.50 would become 99 percent.

Note that percentages of 99.50 and above will be rounded to 100 percent.

Ranking Institutions and Allocation Into Adjusted Quartiles

All pass-rate values rounded to a given whole percentile (for example, all values rounded to 98 percent) will be considered to be tied, given the same rank and placed in the same adjusted quartile.

Pass rate ranks for each institution of higher education and assessment (or aggregate or summary measure) will be reported as adjusted quartiles (in Table F1, the column labeled "Q"). The top quartile will be Q1, and the bottom will be Q4. There are likely to be a large number of tied pass rates, and it will be necessary to adjust quartile boundaries so that all tied scores fall in the same adjusted quartile. Therefore, some quartiles will be larger than 25 percent, and, therefore, some will be smaller.

Another adjustment to quartile boundaries (irrespective of ties) will be caused by numbers of IHEs that do not divide by four. The following table presents adjusted quartile sizes for total numbers of IHEs between 5 and 15:

	n=5	n=6	n=7	n=9	n=10	n=11	n=13	n=14	n=15
Q1:	2	2	2	3	3	3	4	4	4

```
Q2:  1   2   2   2   3   3   3   4   4
Q3:  1   1   2   2   2   3   3   3   4
Q4:  1   1   1   2   2   2   3   3   3
```

The convention followed in this table is that each extra case be allocated to the highest available quartile—the first to Q1, the next to Q2, etc.

Computation Example

The following example details the computation of quartile values for an example assessment for a state. Note that the procedure involves sequential adjustments of the quartile boundaries to allow for ties; the algorithm works from the first quartile (Q1, with the highest pass rate values) downward.

For this assessment there are 105 IHEs with data. Suppose they have the following distribution of pass rates, at the top values:

100% Rank:1   IHEs: 14 Cumulative total: 14
99%   Rank: 15 IHEs: 1   Cumulative total: 15
98%   Rank: 16 IHEs: 10 Cumulative total: 25
97%   Rank: 26 IHEs: 7   Cumulative total: 32
96%   Rank: 33 IHEs: 3   Cumulative total: 35
95%   Rank: 36 IHEs: 6   Cumulative total: 41
94%   Rank: 42 IHEs: 9   Cumulative total: 50
93%   Rank: 51 IHEs: 5   Cumulative total: 55
92%   Rank: 56 IHEs: 8   Cumulative total: 63
etc.

An initial division into quartiles places 27 IHEs in the first quartile and 26 in each of the next three, for a total of 105. Therefore, Q1= 1-27; Q2=28-53; Q3=54-79; and Q4=80-105. There are 25 IHEs with 100, 99, or 98 percent pass rates; seven cases are tied for 97 percent. All these belong in the first "quartile." So define Q1: range 100-97 percent, 32 IHEs.

This leaves 73 IHEs to split between the next three quartiles. This would mean the following distribution:

Q1: 1-32
Q2: 33-57 (25 IHEs)
Q3: 58-81 (24 IHEs)
Q4: 82-105 (24 IHEs)

To establish the second adjusted quartile, consider the next set of cumulative numbers. Including IHEs down to 92 percent, once again there are too many. Therefore, the following situation exists at the end of two "rounds" of computation:

Q1: 32 IHEs, range (100-97%)
Q2: 31 IHEs, range (96-92%)

This leaves 105-63=42 IHEs to split between Q3 and Q4. This is even, and for the example suppose there are no ties at the boundary between quartiles. So Q3 will be ranks 64-84, and Q4 will be ranks 85-105.

The final result can be summarized as follows:

Q1: 32 IHEs, range (100-97%) Mean: 98.7%
Q2: 31 IHEs, range (96-92%) Mean: 93.7%
Q3: 21 IHEs, range (91-79%) Mean: 87.6%
Q4: 21 IHEs, range (78-28%) Mean: 71.3%

Once the distribution is determined, the mean pass-rate values for each quartile can be computed (example values are provided above).

Quartile ranges and means will be reported as the bottom rows of each institutional column.

APPENDIX F
Sample Report Table

A schematic example of a summary institutional pass-rate table, with rankings, is attached as Table F1.

For each institution of higher education with a teacher preparation program, the table provides the summary pass rate and aggregate pass rates. Specifically, in summary and for each aggregate assessment area with at least 10 individuals taking assessments, the table presents:

• the number of persons taking assessments (in the column labeled "T"),
• the aggregate pass rate in that assessment area (in the column labeled "%"), and
• the adjusted quartile ranking for the institution of higher education in that assessment (in the column labeled "Q").

NOTE: If there are fewer than 10 individuals, there will be an asterisk in the "T" column and the "%" and "Q" columns will be left blank. Individual assessments are not presented in this table, since IHEs will not be ranked on individual assessments.

The table also provides the range and mean value for each quartile in the summary and aggregate assessment areas.

Table F1: Sample state summary and aggregate assessment table

EXAMPLE

Proportion of Teaching Candidates Passing State-Required Assessments, by Teacher Preparation Program
(xx institutions with programs)

* An asterisk indicates less than 10 test takers per assessment offered.
T = Number Taking Test
% = Percent Passing
Q = Adjusted Quartile Rank

	Summary			Basic Skills			Professional Knowledge/ Pedagogy			Academic Content Area			Other Content Area			Other			Performance Assessment		
	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q	T	%	Q
Institution 1																					
Institution 2																					
Institution 3																					
Institution 4																					
Institution 5																					
Q1—Range, Mean																					
Q2—Range, Mean																					
Q3—Range, Mean																					
Q3—Range, Mean																					